Khel Yatra

Physical Education and Well-being

Grade 7

0787

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Textbook for Grade 7

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Foreword

The National Education Policy 2020 envisages a system of education in the country that is rooted in Indian ethos and its civilisational accomplishments in all domains of human endeavour and knowledge while at the same time preparing the students to constructively engage with the prospects and challenges of the 21st century. The basis for this aspirational vision has been well laid out by the National Curriculum Framework for School Education (NCF-SE) 2023 across curricular areas at all stages. Having nurtured the students' inherent abilities touching upon all the five planes of human existence, the pañchakośhas in the Foundational and the Preparatory Stages have paved the way for the progression of their learning further at the Middle Stage. Thus, the Middle Stage acts as a bridge between the Preparatory and the Secondary Stages, spanning three years from Grade 6 to Grade 8.

The NCF-SE 2023, at the Middle Stage, aims to equip students with the skills that are needed to grow, as they advance in their lives. It endeavours to enhance their analytical, descriptive, and narrative capabilities, and to prepare them for the challenges and opportunities that await them. A diverse curriculum, covering nine subjects ranging from three languages — including at least two languages native to India — to Science, Mathematics, Social Sciences, Art Education, Physical Education and Well-being, and Vocational Education promotes their holistic development.

Such a transformative learning culture requires certain essential conditions. One of them is to have appropriate textbooks in different

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curricular areas as these textbooks will play a central role in mediating between content and pedagogy — a role that will strike a judicious balance between direct instruction and opportunities for exploration and inquiry. Among the other conditions, classroom arrangement and teacher preparation are crucial to establish conceptual connections both within and across curricular areas.

The National Council of Educational Research and Training, on its part, is committed to providing students with such high-quality textbooks. Various Curricular Area Groups, which have been constituted for this purpose, comprising notable subject-experts, pedagogues, and practising teachers as their members, have made all possible efforts to develop such textbooks. The book for Physical education and well-being, titled Khel Yatra for Grade 7, is meticulously designed to develop motor skills and engage children in the team sports of Badminton, Football and Kabaddi. Age-specific aspects of Yoga are designed to lay the foundation for healthy living. The textbook aligns with the competencies included in the NCF-SE 2023 for this stage.

Khel Yatra emphasises the importance of physical activity and the values and dispositions essential for life. It incorporates cross-cutting themes, such as inclusion, gender equality, and cultural rootedness.

The content and activities are designed to encourage peer group learning, and enrich the educational experience for both students and teachers. While this textbook is valuable, children should also explore interesting local games and play with friends. This book is not only useful for school learning, but is a valuable resource for parents and community.

However, in addition to this textbook, students at this stage should also be encouraged to explore various other learning resources. School libraries play a crucial role in making such resources available. Besides, the role of parents and teachers will also be invaluable in guiding and encouraging students to do so.

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With this, I express my gratitude to all those who have been involved in the development of this textbook and hope that it will meet the expectations of all stakeholders. At the same time, I also invite suggestions and feedback from all its users for further improvement in the coming years.

Dinesh Prasad Saklani

Director

National Council of Educational
Research and Training

New Delhi

January 2025

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About the Book

The *National Curriculum Framework for School Education 2023* (NCF-SE 2023) recognises the criticality of the health and well-being of individuals as a key factor for success in all aspects of life. Considering the focus on holistic well-being, NCF-SE has mandated Physical Education and Well-being as a core curricular area for all stages of school education. To help the teachers and students achieve curricular goals of Physical Education and Well-being, for the first time a textbook has been designed for Grade 7. This book enables students to experience the joy of playing, explore diverse physical activities, practice fitness skills, learn basic sports skills, and immerse in the world of yoga. Sports and physical activities teach important motor skills, socio-emotional awareness and regulation, associated cognitive abilities, as well as the values of self-discipline, hard work, teamwork, and a gracious acceptance of one's strengths and vulnerabilities.

To achieve the goals of fitness, sports and holistic well-being, the Grade 7 textbook is designed to have five units.

1. Foundational Basis of Physical Education and Well-being
2. Physical Motor Fitness
3. Fundamental Skills of Badminton
4. Fundamental Skills of Football
5. Fundamental Skills of Kabaddi
6. Yoga

In Unit 1, students explore the connection between physical education (PE) and well-being, emphasizing its impact on personal and social

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behaviour. Through playing games and engaging in discussions, students will understand the importance of living a healthy lifestyle and how physical activity adds to their overall enjoyment and success. Students will also learn about the safety measures to minimize the risk of injuries and create a healthy environment for the students.

In Unit 2, students learn different fitness components like endurance, strength, flexibility, and balance. The main aim is to understand how each of these components contributes to overall health.

In the Units 3, 4 and 5 focus is on learning new games. Badminton is introduced in Unit 3, Football in Unit 4 and Kabaddi in Unit 5. Through interactive sessions and group exercises, students will discover the excitement of sport and health advantages of physical activity. The emphasis will be on inclusivity, team cohesion, and enjoyment of movement.

In the last unit, students immerse in the holistic nature of yoga. They learn about *Yama* (social discipline) and *Niyama* (Personal discipline) to inculcate healthy habits for positive behavior. Systematic practice of various yogasanas starting with *Sūkshma Vyāyāma* (loosening exercises), preparatory breathing practices and step-by-step performance of each asana helps our body to be flexible, strong, balanced and disease free. Various techniques of *Prāṇāyāma* strengthen the lungs, improves functioning of major systems of our body, calm down the mind, improve concentration and help in achieving overall harmony and well-being. To explore the world within us and experience deep sense of peace, tranquility and bliss, students learn different techniques of *Dhārana* (single pointed concentration) and *Dhyāna* (meditation). Learning various yogic practices lays foundation for long and healthy life.

In this book, apart from learning the games and physical activities, students will learn to follow rules, understand the importance of safe practices and fair play, work harmoniously in groups, treat each other with courtesy and respect, as well as, help each other, and

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experience the joy of playing together. Inculcation of these values and dispositions will partly happen while children are engaged in the physical activities or games and partly, they will be reinforced during circle time after the game. Sufficient time must be given for circle time during the Physical Education and Well-being periods.

Structure and Flow of Classes

NCF-SE 2023 has recommended 120 periods for physical education and well-being in Grade 7. Suggestive timetable assumes at least 5 periods of 40 minute each, per week. NCF-SE recommends allocating block period (2 periods together) for physical education and well-being. If it is not possible to allocate two block periods and one single period every week, it is necessary to design single periods with different focus to ensure sufficient time for activities, game and circle time.

Suggestions are given below for two different scenarios of timetable.

- Scenario 1 – Five single periods per week.
- Scenario 2 – Two block periods for Units 1 to 4 and single period for yoga.

Scenario 1: Three different types of sessions have been visualised to effectively use the limited time in each period and achieve the learning outcomes.

- Type 1: Maximizes game practice.
- Type 2: Maximizes circle time after play to provide sufficient time for discussing cognitive and socio-emotional aspects.
- Type 3: Maximizes gamified drills to focus on one specific skill.

A sample time allocation for a 40-minute duration is given below for all types.

Period/Session Types				
Type 1	Warm-up – Preferably Gamified	Game Time	Cool-down	Circle Time

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Time in Minutes	5	25	5	5
Type 2	Warm-up – Preferably Gamified	Game Time	Cool-down	Circle Time
Time in Minutes	5	15	5	15
Type 3	Warm-up – Preferably Gamified	Gamified Drills/ Mini Games	Cool-down	Circle Time
Time in Minutes	5	25	5	5

Scenario 2: (Highly Recommended) – A block period of 80 minutes can effectively maximize game practice, drills and circle time. Two types of sessions can be planned with block periods.

- Type 4: Maximizes game time and drills.
- Type 5: Maximizes game time.

Type 4

Block Period	Warm-up – Preferably Gamified	Game Time	Gamified Drills/ Mini Games	Cool-down	Circle Time
Time in Minutes	5	30	20	5	20

Gamified Drill is a mini game played between teams to target specific skills. Pure drills are not recommended at this stage.

Or

Type 5

Block Period	Warm-up – Preferably Gamified	Game Time Play 2 games	Cool-down	Circle Time
Time in Minutes	5	50	5	20

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Note for the Teachers

For a joyful experience, safety of children and effective development of competencies, teachers may follow the instructions given below:

- Ensure adequate play area and that there are no obstructions in the play area.
- For group activities, mark the area into smaller blocks to prevent students from running into each other.
- While dividing the teams, make sure that the teams are fair and balanced in terms of bodyweight, height and skills required for the activity.
- Ensure that a first-aid kit is available and accessible.
- Ensure that students are treated with respect and they feel emotionally and socially safe.
- Provide regular encouragement and support to all the students.
- Ensure students have access to fair redressal of grievances during the Physical Education period.
- Encourage students to be aware of their surroundings while playing.
- Instruct the students not to aim at the opponent.
- Encourage the students to be careful while pushing or pulling the opponent in the activity.
- Ensure that students do proper warm-up and cool-down. Encourage them to create their own routines.
- Provide opportunities to students for interactions before, during and after the class.

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- Introduce sports skills gradually. Complexity can be increased by playing mini versions of the sport gradually building individual capacities such as observation, reflection, emotional regulation, expanding spatial awareness and peripheral vision, and making quick judgements based on gameplay.
- Discuss social capacities such as effective communication, collective decision-making, and working together towards a common goal, during circle time and at relevant moments in the sport.
- Encourage students to take more responsibility for building a culture of inclusive sports at school. Help them to take an active role in ensuring all students feel safe, motivated, and encouraged to play.
- Three sports are offered in this book, teachers has to opt any two as per the feasibility.
- Name of various sports introduced in this book are derived from various states, having different dilects. Teachers should encourage the students to learn correct pronunciation of these names.

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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [1]**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the [2][unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

---

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

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Constitution of India

Part IV A (Article 51 A)

Fundamental Duties

It shall be the duty of every citizen of India —

(a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

(b) to cherish and follow the noble ideals which inspired our national struggle for freedom;

(c) to uphold and protect the sovereignty, unity and integrity of India;

(d) to defend the country and render national service when called upon to do so;

(e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;

(f) to value and preserve the rich heritage of our composite culture;

(g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;

(h) to develop the scientific temper, humanism and the spirit of inquiry and reform;

(i) to safeguard public property and to abjure violence;

(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;

*(k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

*(k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).

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CONSTITUTION OF INDIA

Part III (Articles 12 – 35)
(Subject to certain conditions, some exceptions
and reasonable restrictions)

guarantees these

Fundamental Rights

Right to Equality

- before law and equal protection of laws;
- irrespective of religion, race, caste, sex or place of birth;
- of opportunity in public employment;
- by abolition of untouchability and titles.

Right to Freedom

- of expression, assembly, association, movement, residence and profession;
- of certain protections in respect of conviction for offences;
- of protection of life and personal liberty;
- of free and compulsory education for children between the age of six and fourteen years;
- of protection against arrest and detention in certain cases.

Right against Exploitation

- for prohibition of traffic in human beings and forced labour;
- for prohibition of employment of children in hazardous jobs.

Right to Freedom of Religion

- freedom of conscience and free profession, practice and propagation of religion;
- freedom to manage religious affairs;
- freedom as to payment of taxes for promotion of any particular religion;
- freedom as to attendance at religious instruction or religious worship in educational institutions wholly maintained by the State.

Cultural and Educational Rights

- for protection of interests of minorities to conserve their language, script and culture;
- for minorities to establish and administer educational institutions of their choice.

Right to Constitutional Remedies

- by issuance of directions or orders or writs by the Supreme Court and High Courts for enforcement of these Fundamental Rights.

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Warm-up and Cool-down

Warm-up

Warm-up prepares the body for exercise by increasing blood flow, flexibility, and mobility.

It includes light activities like jogging, stretching, and dynamic movements.

Warming up helps prevent injuries, enhances strength, and improves coordination.

It also sharpens focus and prepares both the body and mind for physical activity.

Cool-down

Cool-down allows the body to relax and recover after exercise by gradually slowing down movements.

Gentle stretching and deep breathing help reduce muscle stiffness, prevent soreness, and promote flexibility.

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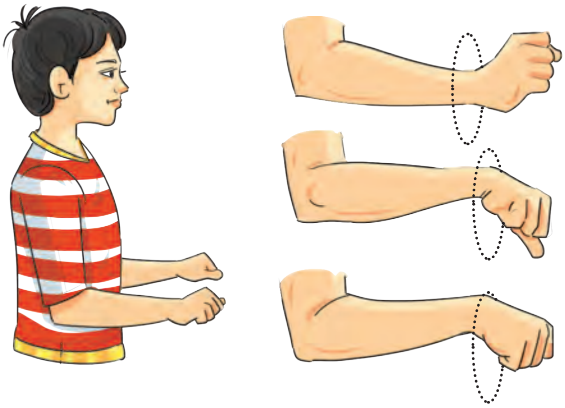
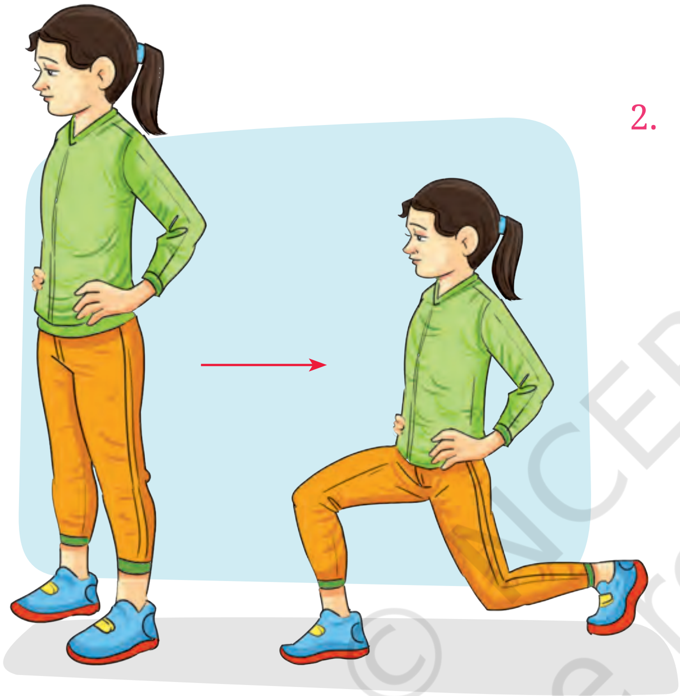
1. Wrist Rotation: Stand or sit with your back straight. Extend your arms in front and form fists. Slowly rotate your wrists in circular motions, first clockwise and then to counter-clockwise. This helps warm-up your wrist joints.





2. Backward Lunges: Stand with your feet hip-width apart. Step one leg back and lower your body until both knees are bent at 90 degrees. Push through your front heel to return to the starting position. Repeat on the other side. This exercise strengthens your legs and glutes.

3. Toe Raise, Arm Swing: Stand with your feet shoulder-width apart. Raise your left leg and touch your left hand to your left toe while swinging your right arm back. Lower your leg and repeat on the other side. This exercise improves coordination and flexibility. This can be done alternatively also.

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4. Side Lunges: Stand with your feet together. Step one foot out to the side and bend that knee, keeping your other leg straight. Push through your bent leg to return to the starting position. Repeat on the other side. This targets your inner thighs and hips.

5. Forward and Sideward Lunges with Side Rotation: Perform a forward lunge by stepping one foot forward and lowering your body until both knees are bent at 90 degrees. Twist your torso towards the side of your front leg. Return to the starting position and perform a side lunge with the same side rotation. Repeat on the other side. This combines strength and flexibility.

6. Jogging in Place: Stand in one spot and start jogging, lifting your knees and swinging your arms as if you were running. This is a great way to get your heart rate up and warm-up your body.

7. Butt Kicks: Stand with your feet hip-width apart. Jog in place, kicking your heels up towards your buttocks. Swing your arms naturally as you jog. This exercise helps improve your cardiovascular fitness and stretches your quadriceps.

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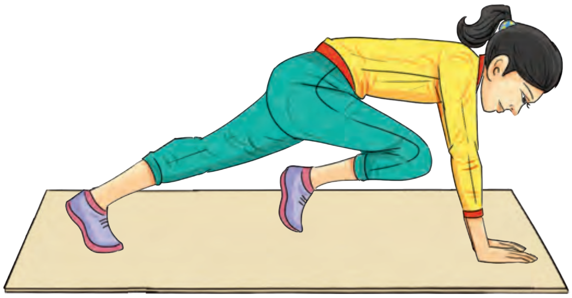
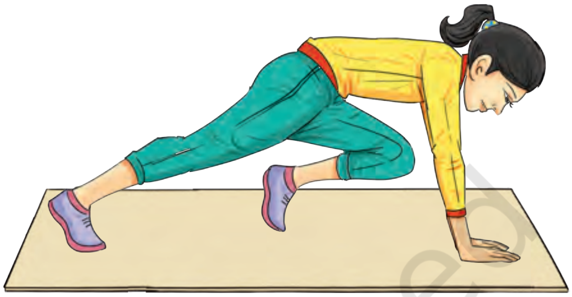
8. Mountain Climbers: Start in a push-up position with your hands directly under your shoulders. Quickly alternate bringing one knee towards your chest while keeping the other leg extended. Continue switching legs in a running motion. This exercise strengthens your core and increases your heart rate.





9. Star Jump: Stand with your feet together and arms by your sides. Jump up, spreading your legs out wide and raising your arms overhead to form a star shape. Land softly with your feet together and repeat. This exercise improves cardiovascular fitness and coordination.

10. Both Leg Knee Hugs: Lie on your back with your legs extended. Bring both knees towards your chest and wrap your arms around them, hugging them close to your body. Hold for a few breaths and then release. This stretches your lower back and relieves tension.

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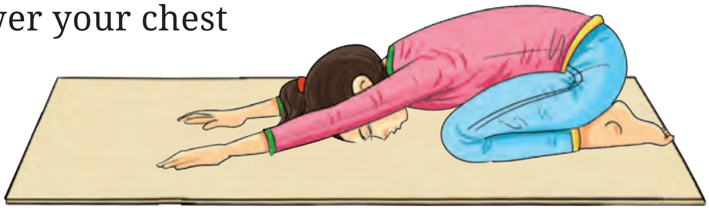
11. Child's Pose: Kneel on the floor and sit back on your heels. Extend your arms forward and lower your chest towards the ground, resting your forehead on the floor. This pose gently stretches your back, hips, and shoulders.



12. Mountain Pose: Start on your hands and knees. Lift your hips up and back, straightening your legs and arms to form an inverted V-shape with your body. Keep your head between your arms and your heels reaching towards the ground.
This pose stretches your hamstrings, calves, and shoulders.

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13. Cat-Camel Stretch: Start on your hands and knees with a flat back. Inhale, arch your back, and lift your head and tailbone towards the ceiling (Camel Pose). Exhale, round your back, and tuck your chin towards your chest (Cat Pose). Repeat, moving smoothly between the two poses. This stretch improves flexibility in your spine.

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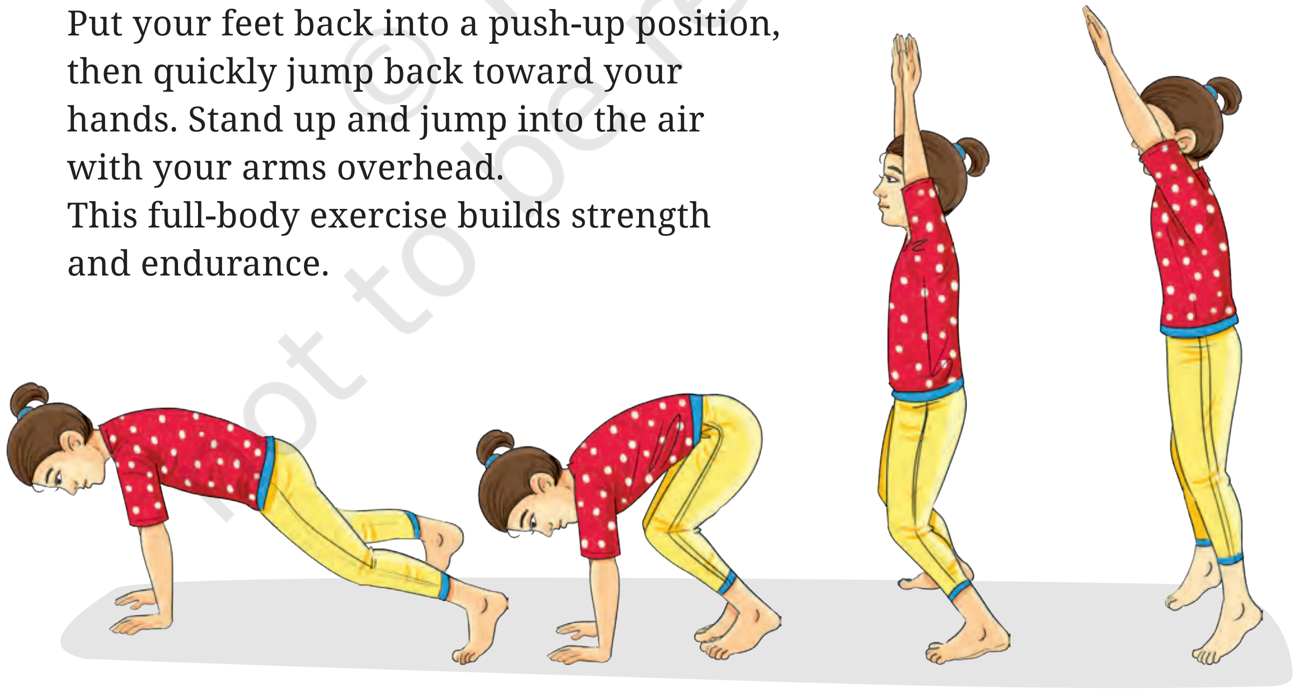
14. Butterfly Stretch: Sit on the floor with your feet together and your knees bent outwards to the sides. Hold your feet with your hands and gently press your knees towards the ground. This stretch targets your inner thighs and hips.

15. Seated Forward Fold: Sit on the floor with your legs extended straight in front of you. Reach forward with your hands towards your toes, keeping your back as straight as possible. Hold the position for a few seconds. This stretch improves flexibility in your hamstrings and lower back.

16. Burpees: Stand with your feet shoulder-width apart. Squat down and place your hands on the floor in front of you. Put your feet back into a push-up position, then quickly jump back toward your hands. Stand up and jump into the air with your arms overhead. This full-body exercise builds strength and endurance.



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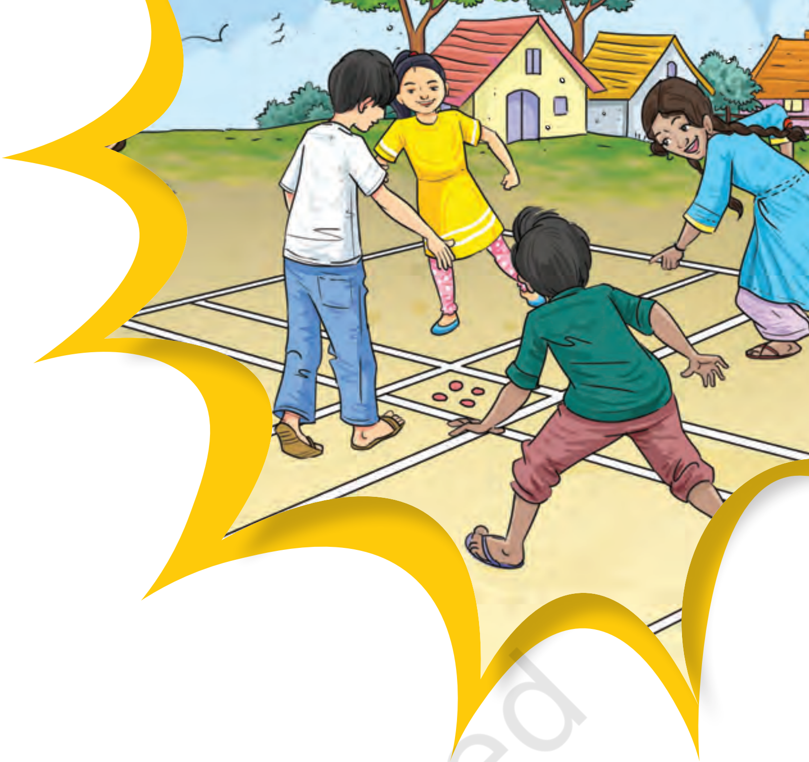

UNIT 1

Foundational Basis of Physical Education and Well-being

This unit highlights the connection between physical activity and personal growth, emphasizing fitness, mental resilience, teamwork, and the importance of safety rules. Students will develop motivation, courage, and discipline to take on physical challenges, track their progress, and stay committed to self-improvement. They will also learn to recognize and report bullying, mental health concerns, and inappropriate behavior, helping to create a safe and respectful environment.

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The Ball Progression Game

The Ball Progression Game is a fun and engaging activity that helps in improving coordination, teamwork, and ball-handling abilities. It challenges us to work together as we progress along a series of markers while passing the ball back and forth.

Warm-up	Skill	Cool-down	Circle Time
Wrist Rotation, Hip Circles	The Ball Progression Game	Slow/Static Stretching	Feel the muscle

How to play?

- Draw a rectangle measuring 20 by 10 metres on the playground.
- Place markers at regular intervals from the centre line of the rectangle.
- Divide the students into pairs.
- Three pairs will play at a time, while the other pairs stand on the markers behind the end line.
- Each pair stands facing one another at the marker nearest to the centre line.
- The ball is passed to a partner by the student holding it.
- The partner catches the ball and throws it back.

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- Following a well-executed catch and pass, both students move on to the second marker.
- After every throw and catch, the students will move in the direction of the marker.
- When a pair reaches the final marker, the students pass the ball to the next pair.
- The game keeps going until each pair gets their turn.

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Circle Time – *Feel the muscle*

- Stand in a circle and take a throwing stance.
- Feel your own muscles in the legs, that are tight and soft, by gently touching them.
- Ask your teacher about the name of the muscle and write it down.
- You can also perform this activity in pairs and ask your partner to identify the muscles which tighten while performing an action.

Note for the teacher

Encourage students to observe and identify the forearm and other muscles during the activity, emphasising awareness and respect for personal boundaries while fostering gender sensitivity.

Pop UP

Did you feel the different muscles in your upper and lower body while throwing and receiving the ball?

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Ghorpadiche Shepoot

Ghorpadiche Shepoot is a thrilling and enjoyable approach to improve cooperation and physical capabilities. Get ready to run with the *ghorpad* (also known as *goh* or *goyra)* and enjoy the excitement of the chase!

Warm-up	Skill	Cool-down	Circle Time
Side Walk, Back Walks, Jogging Drills	Ghorpadiche Shepoot	Single-leg Knee Hugs, Double-leg Knee Hugs	Working together

How to play?

- Students should be divided into groups of five to eight students each.
- Each team lines up, holding the person in front of them by the waist to form a *Ghorpad*.
- Draw boundaries for the play area with cones or markers.
- One team's "head" (the person at the front of the line) must be in contact with the other team's "tail" (the student at the back of the line) without letting their own tail getting touched.
- Teams start moving together at the teacher's signal, with heads attempting to touch the tails of other teams.
- Students need to maintain communication and unity within their team.

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- When a team’s head successfully touches another team's tail, they score a point.
- Students can choose to keep playing without resetting their positions when a point is scored.
- The game will be played for a set duration of time (let’s say 10 minutes).
- The team with the most points at the end of the given time frame wins.

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Circle Time – *Working together*

- Ghorpadiche Shepoot is about moving together and moving fast. Discuss what helped you move fast and better.
- Have you seen a centipede (*Kanchala*)? Observe how it moves its legs. How would you move your legs together to move fast?
- Discuss how Marathi warrior Tanaji Malusare used *Ghorpad* to win the castles.

Pop Up

In a team game, coordinated movements help you achieve better results.

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Nalugu Rallu Ata

Nalugu Rallu Ata is a traditional Indian game, popular in the southern regions, especially in Andhra Pradesh and Telangana. The name means 'Four Stones Game'. Played by five participants, this game involves strategic movement and teamwork to avoid being caught by the 'denner' while collecting stones.

Warm-up	Skill	Cool-down	Circle Time
Leg Stretches, Ankle Rotations, Arm Swings, Alternate Toe Raise	Nalugu Rallu Ata	Quadriceps Stretch, Forearm Stretches (Wrist Flexors and Extensors Stretching)	Growing mentally strong

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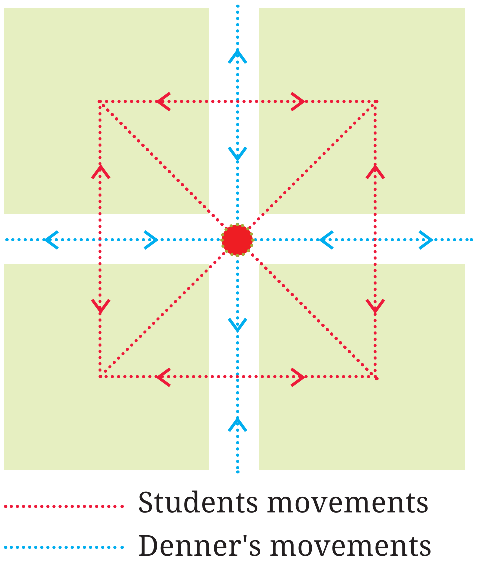
How to play?

- Draw the court as shown in the figure having boxes and a path.
- Place four stones right at the centre of the path.
- Four students take their positions inside their respective boxes, and four stones are placed at the centre of the path as shown in the figure. The fifth person will be the denner.



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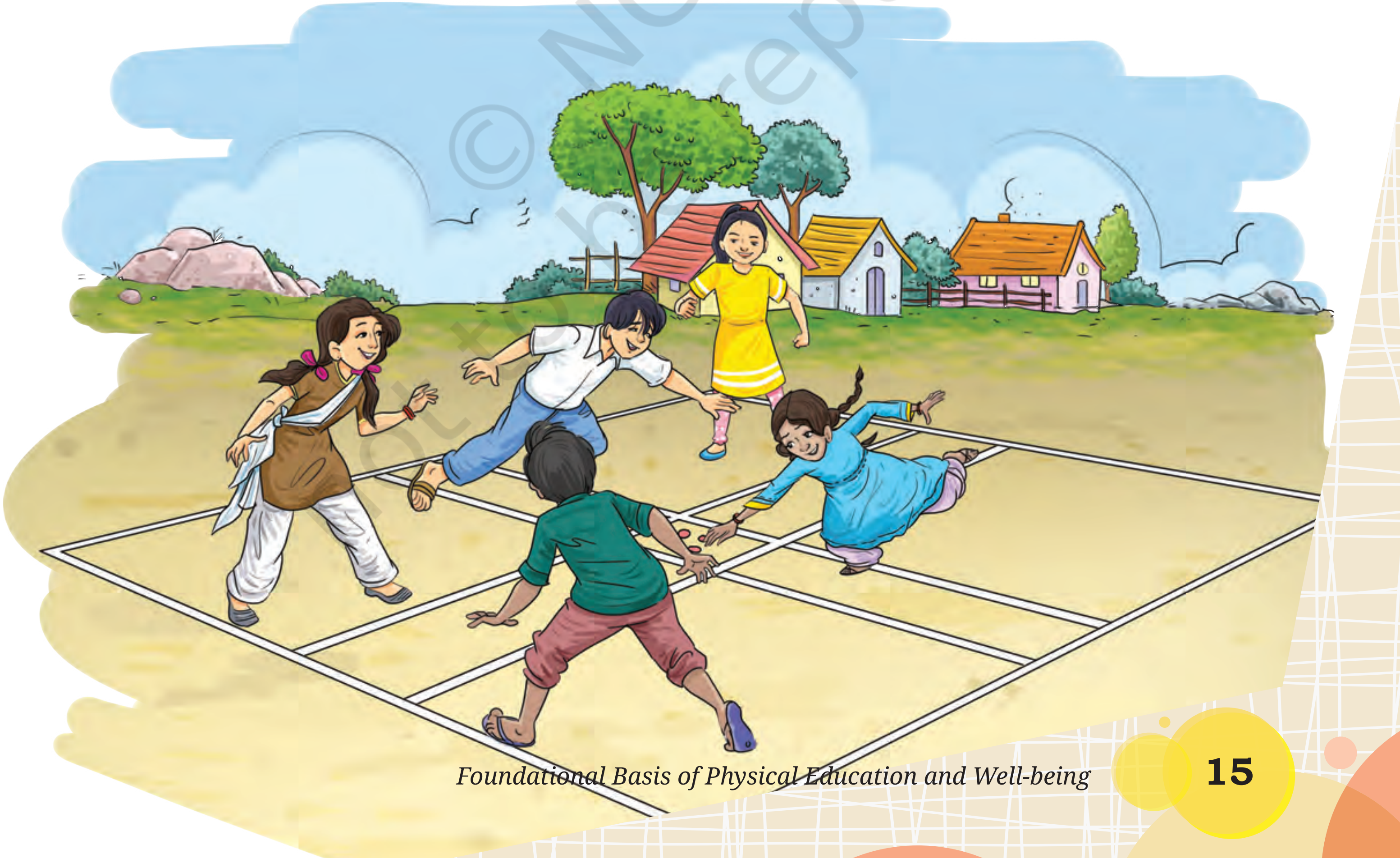

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- The objective of the students is to pick up the stones without being caught by the denner, who cannot enter the boxes but can move in this path.
- Students can collaborate or act independently to pick up the stones and distribute them amongst each other, with each student ultimately having one stone.
- Once all students have their stones, they ask the denner to choose either '*Gumpu*' (Group) or '*Chuttu*' (Circling).
- If the denner chooses '*Gumpu*', all students gather in one selected box with their stones.
- If the denner chooses '*Chuttu*', each student must make three rounds around the boxes and return to their original position, while avoiding the denner's touch.
- Students are out if they are touched by the denner while moving between boxes. The game continues until one student is out.

Circle Time – *Growing mentally strong*

- Discuss with your classmates who all had the fear of being caught while crossing the boxes.
- How did you handle the fear of being caught, failure or being eliminated from the game?

Pop Up

Focus on learning new skills and process of playing the game and not on the outcome of the game. This will help you grow mentally strong.

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Gidhada Gudkavan

Gidhada Gudkavan is a traditional Indian game that replicates a chase between a hawk (*gidhada*) and chickens (*gudkavan*). The game, popular in rural areas, encourages agility, teamwork, and strategy as the hawk tries to tag the chickens, while the mother hen leads the chickens to safety. This fast-paced game has been passed down through generations as an exciting and playful way to stay active.

Warm-up	Skill	Cool-down	Circle Time
Shoulder Rotation, Side Lunges, Arm Swings	Gidhada Gudkavan	Quadriceps Stretch, Overhead Arm Stretches	Working for each other

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How to play?

- Choose one student to be the hawk (*Gidhada*), while the rest of the students (mixed gender) are chickens (*gudkavan*). The chickens line up behind a leader, the 'mother hen'.
- The hawk's goal is to tag the chickens, symbolising catching its prey. The mother hen's role is to protect the chickens by leading them away from the hawk's attempts to tag them.
- The chickens hold onto each other's waists, forming a chain behind the mother hen.
- The hawk tries to tag the last chicken in line while avoiding being blocked by the mother hen, who tries to shield her brood.

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- The game continues until all the chickens are tagged or the hawk gives up.
- Once a chicken is tagged, they are out of the game. The last remaining chicken becomes the next hawk.
- Encourage students to stay focused, move quickly, and use strategy to avoid being tagged.

Circle Time – *Working for each other*

- What role did you play in saving the last chicken from the hawk?
- Discuss how students of different genders and abilities will strategise to save the chicken.

Pop Up Winning as a team is far more important than achieving individual milestones and performance goals.

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Stand Up, Speak Out

Stand Up, Speak Out or Bully Role Play is an effective activity for learning about the effects of bullying, identifying its various forms, and practicing suitable reactions. Students may explore various viewpoints—those of the bully, the target, and the bystanders—through role-play and learn appropriate responses in practical scenarios.

Warm-up	Skill	Cool-down	Circle Time
Sideward Bending And Skipping Jumps, Hip And Pelvic Muscle Stretch	Stand Up and Speak Out	Arm Swinging, Shoulder Shrug, Hamstring Stretch, Calf Stretch	Treating each other well (effects of bullying)

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How to play?

- Divide the students into two teams.
- Students will be playing kho-kho.
- Teacher will secretly assign roles to four students from the team, who will not share their roles with other students:
    1. **Bully** (the one doing acts of bullying) – bully will deliberately tease other students by different names or push them or display anger.

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2. **The target**, or the victim of bullying – the target while knowing that the bully is not doing this on purpose acts as if they are a victim.
3. **Bystanders** are individuals who observe bullying but do not do anything and some of them join the bully in harassing the victim.
4. **An up-stander** is a bystander who chooses to take action and confront the bully.
5. After the game, the students will discuss the acts of bullying during the circle time.

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Circle Time – *Treating each other well*

Discuss the following questions while sitting in a circle

- If you were bullied, how would you feel?
- Why does somebody engage in bullying?
- What did the bystanders do, and how did their actions affect the situation?
- What could have been done differently to prevent or stop bullying?

Pop Up

Treat others the way you want to be treated. Treating others well will make you happy.

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Harassment Prevention Skit

Harassment Prevention Skit is to build students' confidence in handling difficult situations and to promote a culture of respect and safety. Harassing anyone physically, mentally, or emotionally can lead to serious repercussions for both the victim and the harasser. Through this activity, we will learn how to eliminate this harmful act from our society.

Warm-up	Skill	Cool-down	Circle Time
Exercise of Facial Expression Manifesting or Depicting Anger, Happiness, Pain, Pleasure and Anxiety	Harassment Prevention Skit	Deep Breathing Exercise to Control Anger and Anxiety	Treating each other well

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How to play?

- Make groups of 7–8 students.
- Prepare a set of scenarios that can include situations like someone making uncomfortable (which has sexual undertones) comments, inappropriate touching, poking or peer pressure as per the POCSO Act.
- Assign different roles to different students in each scenario such as the perpetrator/offender and the victim.

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- Describe the objective of the role-playing exercise. Explain that it is to show the harassment as per the understanding of the students.
- Students enact the scenarios according to the roles they have been assigned.
- Encourage them to share their thoughts and feelings about each scenario.

Circle Time – *Discussion about the harassment prevention*

Discuss on the following topics while sitting in a circle:

- What was challenging about responding to the situation?
- How would you handle a similar situation in real life?

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Note for the teacher

- Please read the prevention of sexual harassment under the POCSO Act before conducting this activity.
- Teacher must provide different scenarios to groups of seven to eight students and ask them to prepare a different skit.
- Ensure that all of the possibilities in role plays are hypothetical and that this is a safe place for learning.
- Be sensitive and prepare a skit in such a manner that students can share their feelings openly.
- Identify the good touch and bad touch.
- Also, make students aware of where to report such incidents and seek help.

Pop Up

Sexual harassment is a punishable offence. It can lead to severe legal punishment.

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Self-Assessment

Read the statement and tick the most suitable answer for you.

Safety on the Ground

1	2	3	4	5
I think the games could be safer.	Some games are safer than others.	Most of the games are safe.	All the games are safe.	If the games are not safe, we change them to make them safe.

Caring Attitude

1	2	3	4	5
I like to play alone.	Sometimes, I like to play with my classmates.	I like to play in the group most of the time.	I always like to play in a group.	I like playing in a group because I can understand the benefits of playing with others.

Understand Bullying

1	2	3	4	5
Bullying does not happen around me.	Bullying happens around me, and I am able to identify bullying.	I am able to identify bullying, and I speak up when it happens.	I am able to identify bullying and sympathise with the victim.	I am able to stand against bullying if it happens around me.

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UNDERSTAND HARASSMENT

1	2	3	4	5
Harassment does not happen around me.	Harassment happens, and I am able to identify it.	I am able to identify harassment, and I speak up when it happens.	I am able to identify harassment and sympathise with the victim.	I am able to stand against harassment if it happens around me.

EMOTION CONTROL

1	2	3	4	5
I find it difficult to control my emotions.	I get frustrated only when things are not going my way.	Occasionally, I lose control and get frustrated, but I recover very soon.	I am able to stay calm during the game.	I am able to stay calm and help others to calm down.

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UNIT 2

Physical and Motor Fitness

This unit focuses on improving heart health, muscular strength, and agility through structured exercises and activities. Students will enhance their running, jumping, and movement skills while learning proper techniques for endurance and strength training. They will also explore the importance of warm-up and cool-down routines, ensuring injury prevention and muscle recovery. Through hands-on activities, discussions, and self-reflection, students will experience the role of large muscle groups in movement and develop the ability to sustain physical activity over time. Additionally, they will learn about traditional games from different regions, fostering cultural awareness and diversity in physical education.

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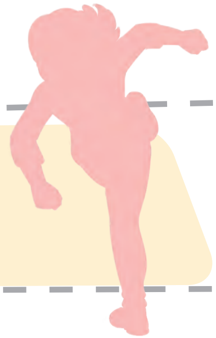

Set It Up, Knock It Down

Set It Up, Knock It Down is an exciting and quick-paced team game that combines strategy, agility and cooperation. Get ready for a fun-filled experience.

Warm-up	Skill	Cool-down	Circle Time
Overhead Arm Stretch, Crossed-leg Toe Touch	Set It Up, Knock It Down	Calf Shakes, Single-leg Knee Hugs, Both-leg Knee Hugs	Personal Goal

How to play?

- Mark an area of about 20 by 10 metres.
- Place the markers randomly throughout the marked area. The number of markers should be more than the total number of students. An equal number of markers should be facing up or down.
- Form two teams of 10 students each. Form two to four team of five to ten students each.
- One team will be 'Markers Up' and the other will be 'Markers Down'.
- Each team member will also count the number of markers they flipped.
- On the whistle, the students of the 'Markers Up' team will flip the 'markers down' to 'markers up' position and vice versa.

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- The game will be played for 2 minutes; the game will be stopped by blowing the whistle.
- Count the number of ‘markers up’ and ‘markers down’ to decide who won the game.
- Play multiple rounds in odd numbers and after each round, each individual will set a higher individual goal of flipping the marker. This activity of setting the goal will be repeated after every round individuals are free to reset their target.

Circle Time – *Personal Goal*

- Discuss how many times you increased or decreased the goal and why?
- If you were to repeat the same activity, what would you do differently?

Pop Up

Always set realistic but challenging goals.

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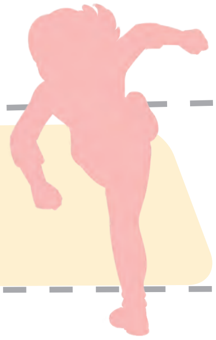
Dhaan Ki Bori



Dhaan Ki Bori is a lively and entertaining activity where pairs compete by racing with one student carrying the other on their back. It encourages to work in sync and cooperate with others. It helps in developing strength, balance and coordination.

Warm-up	Skill	Cool-down	Circle Time
Shoulder Rotation, Quadriceps Stretch and Torso Rotation	Dhaan Ki Bori	Calf and Hamstring Stretch, Trunk Backward Stretch and Forward Stretch	Own body weight as resistance (gravity)

How to play?

- Form a pair. One student will be the ‘carrier’, and the other will be the ‘rider’.
- The students will take position at the starting line and run towards the finishing line.
- The rider will wrap their arms around the carrier’s shoulders and their legs around the carrier’s waist.
- Race will begin with the whistle, the carrier will run towards the finishing line while carrying the rider.
- After the carrier reaches the finishing line, the roles will switch carrier will become the rider and rider will be the carrier. The pair will come back to the starting line to finish the race.
- The pair who finishes first will be the winner.

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Circle Time – *Own body weight as resistance (gravity)*

- Discuss within your group to identify who found the race more challenging and why.
- List down some games or activities where you have to work against gravity, such as pull-ups or holding a plank.

Pop Up

Use the different body postures to increase the difficulty.

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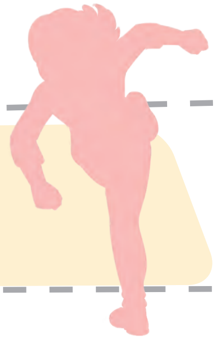
Caterpillar Race



Caterpillar Race is an enjoyable and demanding team activity. It emphasises the value of teamwork because each team member's contribution is essential to the group's success. It helps to develop coordination and timing because all team members have to work together to progress. It is a fantastic method to have fun, build unity among participants, and inspire teamwork.

Warm-up	Skill	Cool-down	Circle Time
Forward and Backward Bending, Crossed Toe Touch	Caterpillar Race	Calf Shaking, Both Knee Hugs	Working with others

How to play?

- Students will form different teams. The number of students per team can vary depending on the size of the group.
- Form a straight line, each team member sits on the ground behind the others.
- Each student extends their arm to hold the ankles of the student behind them.
- The team slides on the ground to move forward in sync. The idea is for every member of the team to move together mimicking a caterpillar's motion.

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- The team members use their legs and arms to push and pull themselves forward while maintaining their grip on the ankles of the student at the back.
- The first team to cross the finish line with all members still connected in their original positions wins the race.

Circle Time – *Working with others*

Discuss the movements which helped you move better together and discuss the movements which created an obstacle or hindrance.

Pop Up

Coordinated movements improve efficiency.

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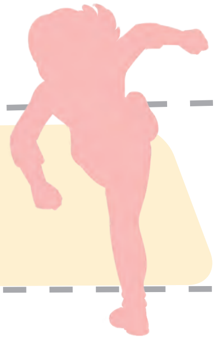
Count and Connect Game



Count and Connect Game is an interactive outdoor activity that combines movement while working as a team. The goal is to find a partner or form groups according to the number called out by the teacher.

Warm-up	Skill	Cool-down	Circle Time
Forward and Sideward Lunges with Trunk Rotation	Count and Connect Game	Deep Breathing, Ground Touch	Types of resistance

How to play?

- Mark a circle on the ground.
- Students will move around the circle. As per the teacher's instruction, if the teacher says frog jump students will move while performing frog jump, if the teacher says run anti-clockwise then students need to follow the instructions.
- Then, the teacher will suddenly calls out a number. For example- "three!" or "six!"
- The students need to form groups with the exact number of the students as the numbers are called out.
- Students who can't find the group with the correct number of students, they will either be out and let them sit inside the circle or perform a fun challenge (like doing 10 burpees) given by the teacher and after that they can rejoin the game.

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Circle Time – *Types of Resistance*

While performing different actions (e.g. jumping like a frog, turning directions, running against the wind, swimming) you must have felt different resistance on your body. Name new activities and identify their respective resistance.

Pop Up

Change the resistance to change the difficulty level of the activity.

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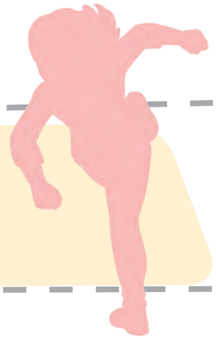
Skipping Race



Skipping Race is a fun and energetic activity that involves participants skipping to a finishing line. It develops coordination and balance.

Warm-up	Skill	Cool-down	Circle Time
Burpees	Skipping Race	Quadriceps, Calves and Hamstring Stretch	Good Technique and Form

How to play?

- Mark a starting and end line. The distance between the lines can be 20 to 40 metres.
- Divide the students into teams.
- The first student in the lanes will begin the race by skipping the entire distance, alternating feet while hopping, before returning to the starting line and passing the skipping rope to the next student.
- The sequence will continue till the last teammate gets their turn.
- The team that finishes first wins the game.

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Circle Time – *Good Technique and Form*

- Identify different techniques adopted by the students and relate it with the ease of doing it.
- Identify the techniques which helped the student to move faster.

Note for the teacher

- The teacher will help the student to understand the importance of correct technique and the efficiency of movement.

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Atya-patya

Atya-patya is a traditional Bhartiya tag and running game, often referred to as a game of agility and strategy. The playing field is a rectangular court. The objective is for the 'runners' to cross as many trenches as possible while the 'defenders' try to tag them out. The game emphasises speed, quick decision-making and teamwork. Similar type of game is played in other parts of the country with different names and rules like *Dariya Bandha*, etc.

Warm-up	Skill	Cool-down	Circle Time
Spot Jogging, Leg Swings and Calf Stretches	Atya-patya	Quadriceps Stretch, Hamstring Stretch, Torso Stretch	Prerequisites for playing the game

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How to play?

- Form two teams, one as the 'runners' and the other as the 'defenders'.
- The runners attempt to cross all nine lanes from one side of the court to the other without getting tagged by the defenders.
- Defenders stand in each lane and can only move sideways within their designated lanes to tag runners. One of the defenders can start and move in the centre lane.
- The runners score points for every lane they successfully cross without being tagged.

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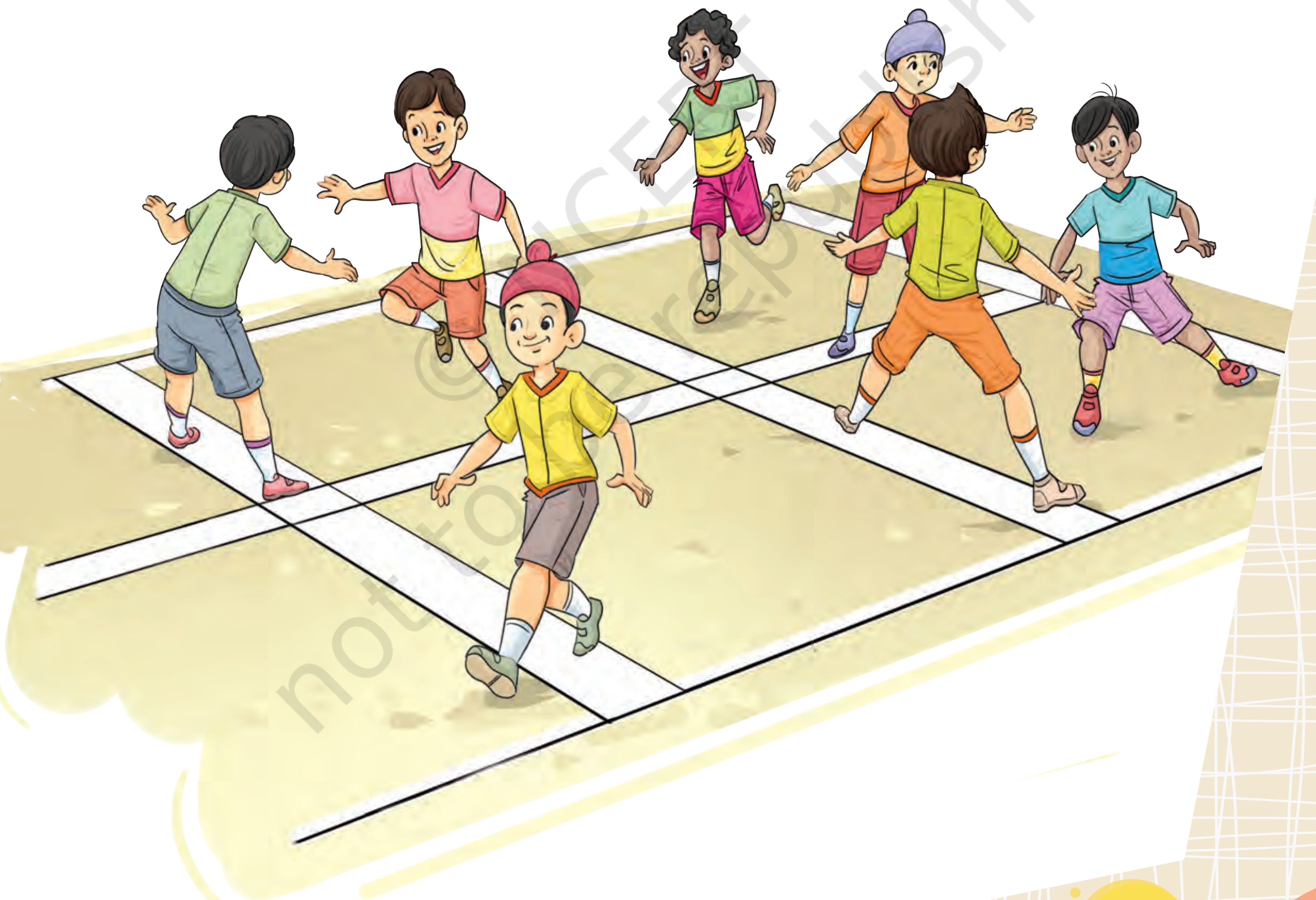
- If a runner is tagged, they are out, and the next runner takes their place.
- After all the runners have taken their turn, teams switch roles. The team with the most points at the end wins.
- Ensure safety by encouraging controlled movements and maintaining sportsmanship throughout the game.
- The game ends after 4 innings (scoring turns) of 7 minutes each, with each team having two innings to score. The team that scores more points will be declared the winner.



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Circle Time – *Prerequisites for playing the game*

Discuss the prerequisite skills that influence the outcome of the game, for example, changing the direction while running. Describe more such skills.

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Prerequisite skills will help you minimise the chances of injury and play the game better.

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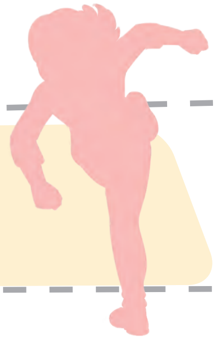
Food for Health



Warm-up	Skill	Cool-down	Circle Time
Jumping Jacks, Lunges, Spot Running	Food for Health	Full Body Stretch	Make your own plate

How to play?

- Divide the students in two groups, first group will be called as ‘type of food’ and the other will be ‘source of food’.
- Choose four students for ‘type of food’ group and give three students the name of Macronutrients i.e. Protein, Fats and Carbohydrates and one student as junk foods.
- Now give remaining students the name of their favourite food such as soyabean, bread, butter, pizza, etc., and they will be called as ‘source of food’ group.
- On the blow of whistle students will start running in the designated area and the ‘type of food’ group will chase and try to catch its sources.
- Whichever source catches all its sources first will win.
- Reverse the roles in the next round.

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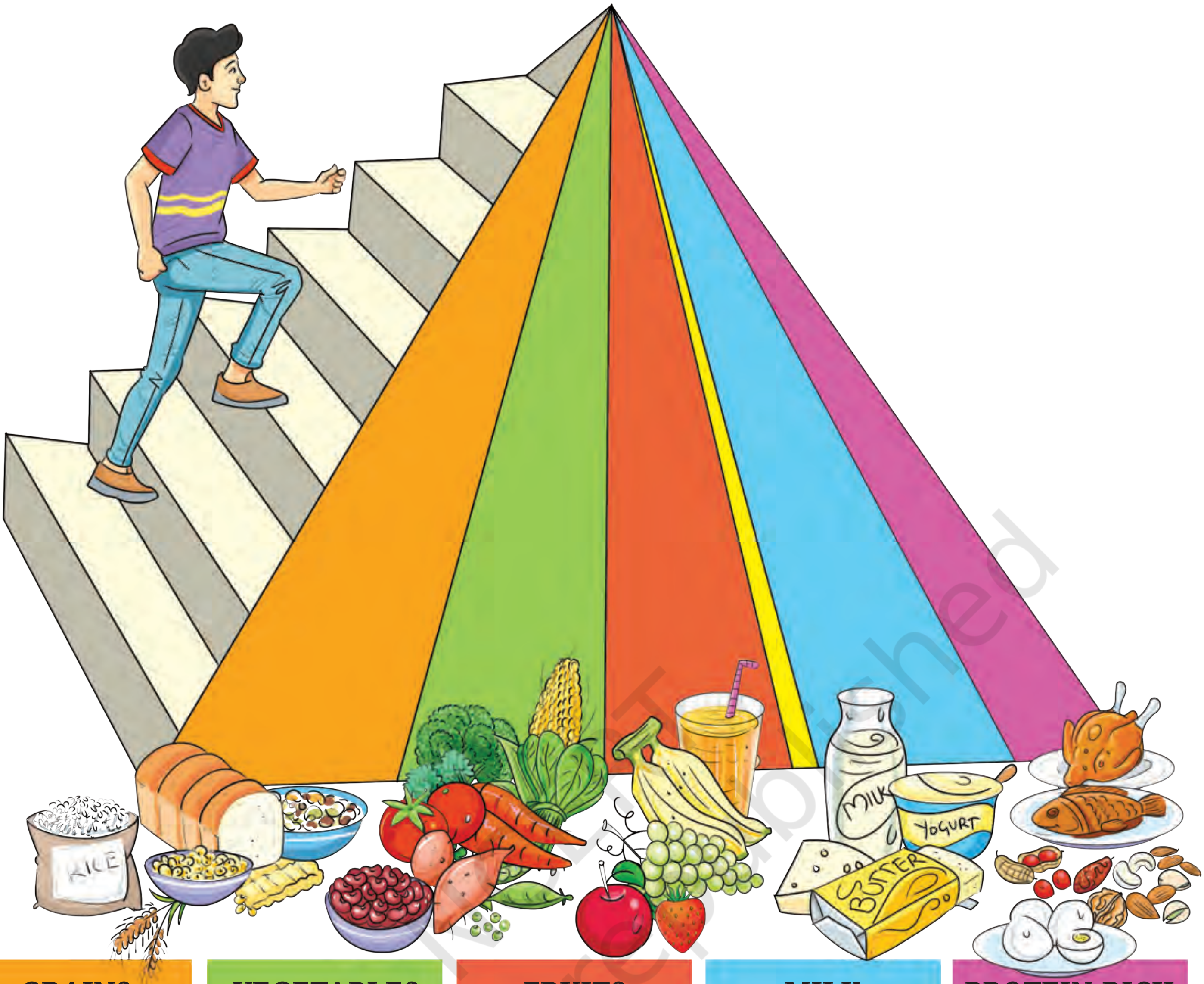

GRAINS	VEGETABLES	FRUITS	MILK	PROTEIN-RICH FOODS
Make half your grains whole	Vary your veggies	Focus on fruits	Get your calcium-rich foods	Go lean with protein
Eat at least 85.05 g of whole grain cereals, breads, rice, etc., every day. 28.35 g is about 1 slice of bread, about 1 cup of breakfast cereal or 1/2 cup of cooked rice, cereal.	Eat more dark green veggies like spinach and other dark leafy greens. Eat more orange vegetables like carrot and sweet potatoes. Eat more dry beans and peas like french beans, kidney beans and lentils.	Eat a variety of fruits. Choose fresh or dried fruits. Go easy on fruit juices.	Go low-fat or fat-free when you choose milk, yogurt and other milk products. If you don't or can't consume milk, choose lactose-free products or other calcium sources such as fortified foods and beverages.	Choose low-fat or lean non-veg and poultry. Bake it, broil it or grill it. Vary your protein routine—choose more fish, beans, peas, nuts and seeds.

For a 2000-calorie diet, you need the amounts below from each food group. Find the amount that is right for you.

GRAINS	VEGETABLES	FRUITS	MILK	PROTEIN-RICH FOODS
Eat 170 g every day.	Eat $2\frac{1}{2}$ cups every day.	Eat 2 cups every day.	Get 3 cups every day.	Get 156 g every day.

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Lead-up Activity

The students will form a circle and the *antakshari* will be played:

- Divide the students into two teams and one student will stand up and randomly call one food item of their region.
- The student will be asked to narrate the called food item's type and source. For example, Dal and Kidney Beans are sources of lentils and are types of protein.
- The correct narration of the type of the food and it's source will get a point.
- The next student will call the food item starting from the last alphabet of the food item called by the previous student.
- The team that gets the highest marks will be the winner.

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Circle Time – *Make Your Own Plate*

Teacher will discuss about balanced diet and the students will paint a *thali* with their local or regional dishes representing a balanced diet.

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Dapo Nyarka Sunam

Dapo Nyarka Sunam, also known as Bamboo Wrestling, is a traditional wrestling game played by the tribes of Northeast states. This unique sport showcases strength, technique and strategy, as two students engage in a contest using a bamboo stick as their primary tool.

Warm-up	Skill	Cool-down	Circle Time
Butt Kicks and Ankle Toe Rotation	Dapo Nyarka Sunam	Static Stretches for Arms and Legs	Feeling the different muscles

How to play?

- The game involves two students who face each other, each gripping one corner of a bamboo stick.

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- The primary aim is to push the opponent back and out of the marked circle while maintaining balance and control of the bamboo stick.
- Students must use their strength and technique to push their opponent off balance, causing them to fall or push out of the circle. The student who succeeds in making their opponent fall or push out is declared the winner of that round.
- Students can use footwork, body positioning and leverage to outmanoeuvre their opponent.
- The game is typically played in an open and circular marked area, allowing students to move freely while engaging in the contest.

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Circle Time – *Feeling the different muscles*

Try to remember the name of muscles as discussed with the teacher in Unit 1 and enlist the muscles which you felt while performing the activity.

Note for the teacher

Teacher will discuss how to feel the major muscles involved, for example, Front Thigh and Rear Thigh.

While touching the partner to feel the muscle involved, educate the student on gender sensitivity.

Pop Up

Do you know there are approximately 630 muscles in the human body.

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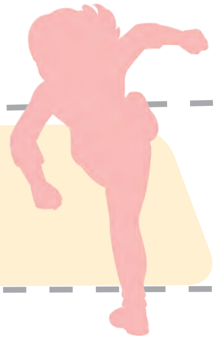
Madhu and Manu



Madhu and Manu is a tag game where two teams, the madhu and manu, race to their respective safety zones without getting tagged by the other team.

Warm-up	Skill	Cool-down	Circle Time
Mountain Climbers, Jogging	Madhu and Manu	Lower Body Stretching	Agility

How to play?

- Establish two goal lines on opposite sides of an area. The class is divided into two groups—madhu and manu.
- The groups face each other at the centre of the area, about 5 feet apart.
- The leader calls out either 'Madhu' or 'Manu' using a ma-a-a-a-a-a sound at the start of either word to mask the result.
- If 'Madhu' is the call, the madhu chase the manu to the goal line.
- If 'Manu' is the call, then the manu chase the madhu to the goal line.
- Any student caught goes over to the other side and becomes a member of that group. The goal is to capture the most number of students.

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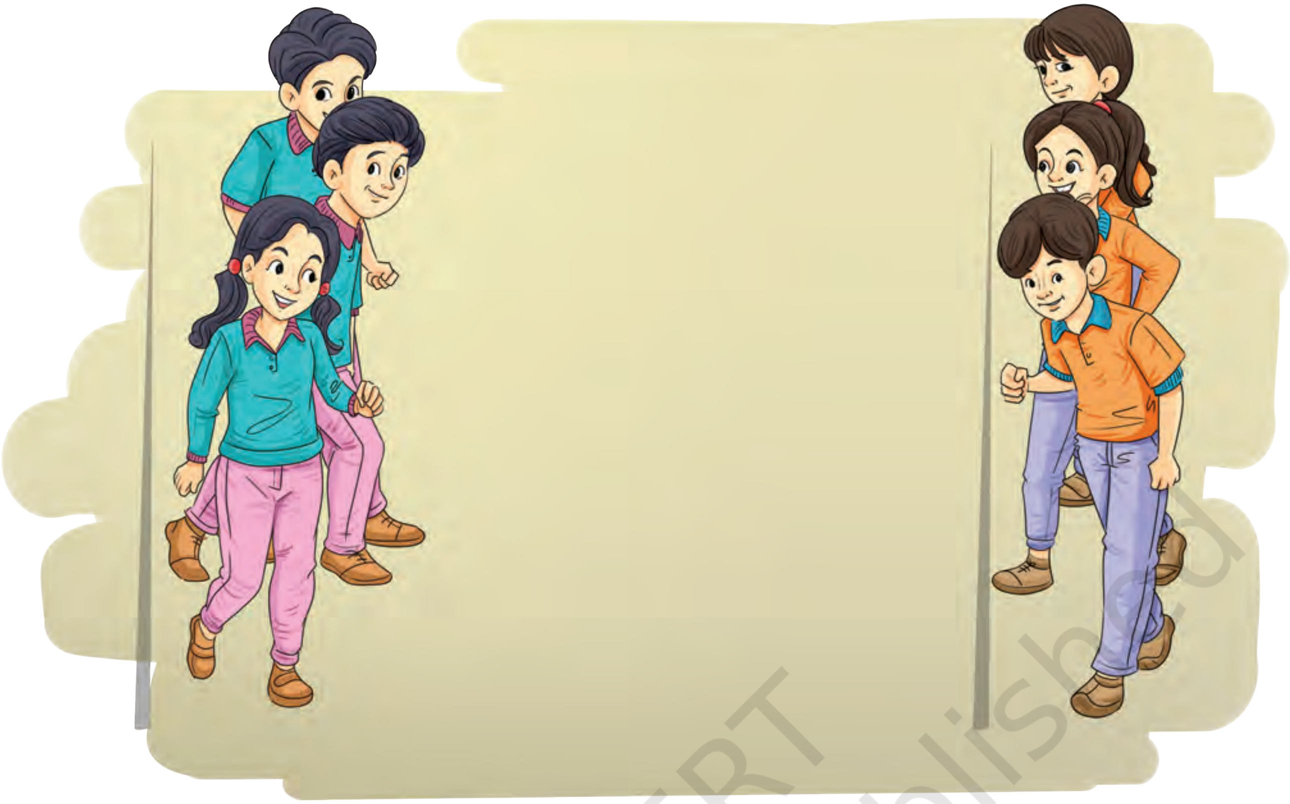

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Variations

1. Toe-to-toe: Instead of facing each other, students stand back-to-back about a foot apart in the centre.
2. Red and Blue: Instead of using calls, throw a piece of cardboard (red on one side and blue on the other) into the air between the teams. If red comes up, the red team chases, and vice versa.
3. Nouns and Verbs: When the leader calls out any verb, the nouns team chases, and vice versa.
4. Odd and Even: Throw a large foam rubber dice in the air. If they come up even, the even team chases. If they come up odd, the odd team chases.

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Circle Time – *Agility*

Discuss with your teacher about the difference between running straight and changing direction while running.

Pop Up

Agility is the ability to quickly change body position, vary your speed, maintain balance and react swiftly.

Note for the teacher

Discuss some activities with the players which involve a change of direction quickly while moving.

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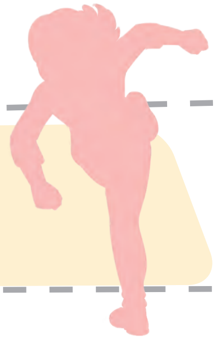
Skipping Song



A skipping song involves a combination of two locomotor skills—a step and a hop. Like a gallop, a skip has an uneven rhythm with more emphasis on the step than the hop. This results in a light, gliding motion where the feet briefly lift off the ground before reconnecting.

Warm-up	Skill	Cool-down	Circle Time
Shoulder Circumduction, Flexion and Extension of Shoulder, Half Squat, Lunges	Skipping Song	Child's Pose, Downward Dog	Cardiovascular endurance

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How to play?

- Mark an area of about 20 by 10 metres.
- Students will stand in the starting line with a skipping rope in hand.
- While running, students will skip the skipping rope with their right leg or both legs (and then repeat with the other foot).
- Students will perform the activity for as long as they can without any break.
- Some students will learn to skip by pretending the floor is very hot and that as soon as they step on it with one foot, they will want to hop right back off it.

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- Some students may learn by imitation, and others learn by holding hands and skipping with someone who knows how. The latter method is particularly effective for students who can skip on one side and not on the other.

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Variations

1. Play 'Skipping Song' and ask the students to accompany it with skipping. Some students may find that the rhythm of the music helps.
2. Once students are skipping successfully, provide some variety by suggesting them to skip in circles, as lightly as possible, quickly and in curving and zig-zag paths.

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Circle Time – *Cardiovascular endurance*

- Discuss how skipping for a long time feels like and enlist the reasons which helped you to perform the activity even when you were already tired.
- Discuss the need for such exercises that are done for long durations and what kind of fitness is required to do so.

Note for the teacher

Teacher will discuss how to feel the major muscles involved. For example: Front Thigh and Rear Thigh. While touching the partner to feel the muscle involved, educate the student on gender sensitivity.

Pop Up

Activities that are performed for a longer duration strengthen your heart and lung capabilities.

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Assessment

Instructions

1. Perform each fitness test and record your Baseline result.
2. Set a goal for improvement.
3. Retest and compare your progress.
4. Teachers should ensure they set up the testing environment.
5. The procedure for conducting each test is mentioned in the Annexure.

Agility

Test: T - Test

- Baseline Time: .... seconds
- Goal (Improve by 1–2 sec): .... seconds

Cardiovascular Endurance

Test: 600-m Run/Walk

- Baseline Time: .... minutes
- Goal (Improve by 10–20 sec): .... minutes

or

Test: 3-Minute Step Test (Measure heart rate after)

- Baseline HR: .... bpm
- Goal (Lower HR over time): .... bpm

Strength & Muscular Endurance

Push-Ups (Max in 1 Min)

- Baseline: .... reps
- Goal (Increase by 3–5 reps): .... reps

Squats (Max in 1 Min)

- Baseline: .... reps
- Goal (Increase by 5–10 reps): .... reps

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Plank Hold (Time)

- Baseline: .... seconds
- Goal (Hold 10 –15 sec longer): .... seconds

Flexibility

Sit-and-Reach Test (Measure reach in inches past toes)

- Baseline: .... inches
- Goal (Improve by 1–2 inches): .... inches

Speed

50-Metre Sprint

- Baseline Time: .... seconds
- Goal (Improve by 0.2– 0.5 sec): .... seconds

Reflection & Progress

- In which area maximum improvement was observed?
  ....
- What was the biggest challenge? ....
- How can I improve further? ....

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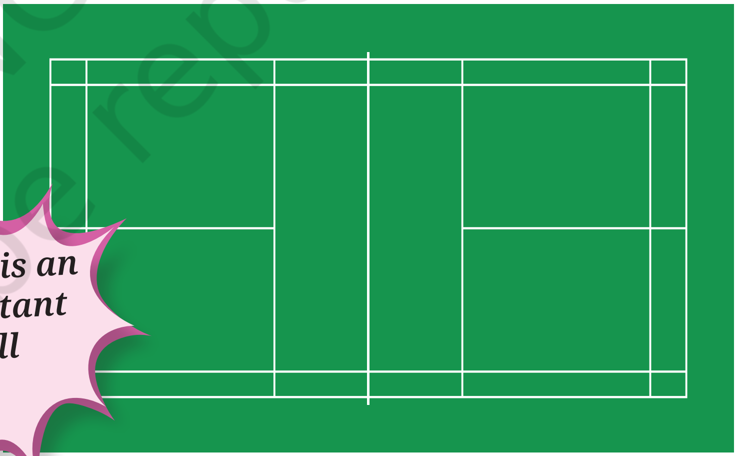
UNIT 3

Fundamental Skills of Sports

Badminton



'Serve' is an important skill

Badminton is a fun and fast-paced sport played with a shuttlecock and a racket. It can be played as singles (one player on each side) or doubles (two players on each side). The objective is to hit the shuttlecock over the net and land it in the opponent's court to score points. Badminton improves physical fitness, hand-eye coordination, and reflexes. It is an Olympic sport and popular worldwide.

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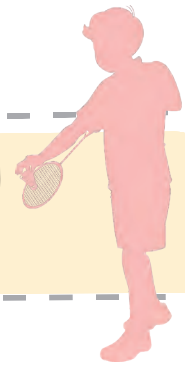
Forehand Grip and Air Toss



Warm-up	Skill	Cool-down	Circle Time
Wrist Rotation, Flexion and Extension	Forehand Grip	Wrist Stretching	Understand the importance of forehand grip

The grip is how you hold the racket, and the stance is the initial stationary position of your body for executing the desired skill. Both are key for playing better badminton.

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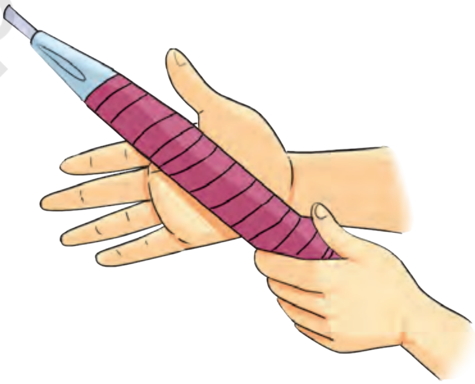
Forehand Grip

Steps to Learn

- Use a handshake grip to hold the racket.
- Grip the lower part of the handle for better control.
- Place your index finger slightly higher on the grip.
- The racket should be held perpendicular to the floor.



- Rest your thumb gently on the lower left side, touching the middle finger.
- Hold the racket loosely and squeeze it lightly for a relaxed grip.

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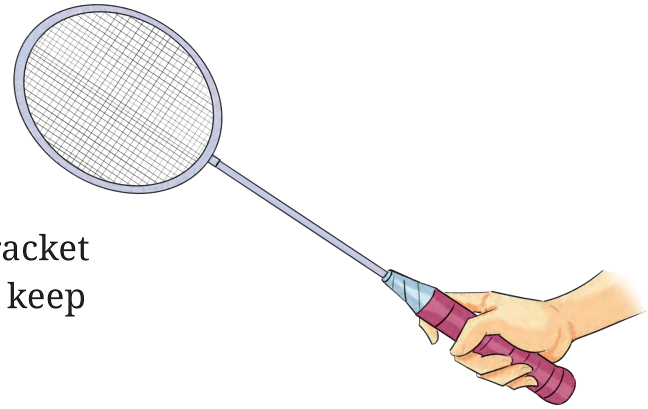
- Hit a plastic shuttlecock with the racket using the forehand grip and try to keep it in the air as long as possible.



Lead-up Activity

- Divide the players into pairs.
- Ask the players to tap the shuttlecock using only the forehand grip up into the air five times and play back it to their partner without dropping it.
- Now the partner will tap the shuttlecock five times and it will continue until the shuttlecock drops.
- The pair with a minimum number of drops will be the winner.
- Increase the number of taps in a row progressively without dropping the shuttlecock.

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Note for the teacher

The teacher can identify the incorrect grip or stance while the players are practising and guide them to correct it.

Circle Time – *Understand the importance of forehand grip*

Discuss how many times you were forced to change your grip and what you did to maintain the right grip.

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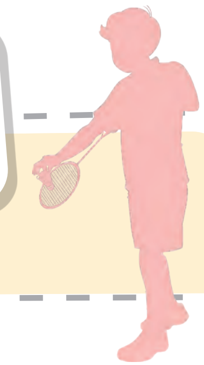
Backhand Grip and Air Toss



Warm-up	Skill	Cool-down	Circle Time
Overhead Arm Stretch, Waist Rotation/ Flexion/ Extension, Shoulder Rotation	Backhand Grip	Elbow Stretching, Shoulder Stretching	Attention to the grip

The grip refers to how you hold the racket, while the stance is your initial stationary position for executing the desired skill. Both are key skills for playing better badminton.

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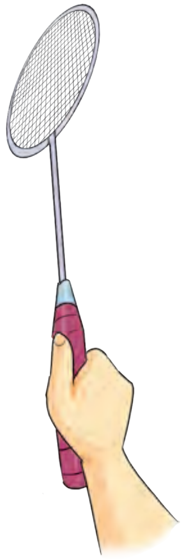
Backhand Grip

Steps to Learn

- Place the base of your thumb against the back of the handle.

- Your index finger and other fingers should wrap around the handle comfortably.
- Don't hold your racket too tightly and squeeze it gently to switch the grip.
- Hit a shuttlecock with the racket using the backhand grip and try to keep the shuttlecock up in the air as long as possible.
- The racket should be held perpendicular to the ground.



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Lead-up Activity

- Divide the players into pairs.
- Ask the players to tap the shuttlecock using only the backhand grip up into the air five times and toss it to their partner without dropping it.
- Now the partner will tap the shuttlecock five times and it will continue until the shuttlecock drops.
- The pair with a minimum number of drops will be the winner.
- Increase the number of taps in a row progressively without dropping the shuttlecock.

Circle Time – *Attention to the grip*

Compare the forehand grip and the backhand grip while hitting the shuttlecock, and discuss the differences you experience.

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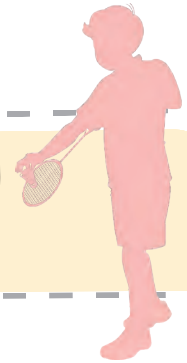
Footwork Skills



Warm-up	Skill	Cool-down	Circle Time
Squats, Lunging and Ladder Drills (High Knees)	Footwork Skills	Seated Forward Hold, Butterfly Stretch	Analysing footwork steps and reaction time through footwork

Good footwork helps you reach the shuttlecock quickly across the court. It includes different steps and movements that make it easier to move around the court and stay balanced.

Footwork Skills

Steps to Learn

- Chassé steps mean one foot follows the other without catching up.
- The back foot stays slightly behind the front foot at an angle.
- Use chassé steps to move sideways, diagonally forward, and in backward directions.
- Start with short distances to teach chassé steps effectively.
- Chasse movements should end with a shuttlecock toss to a partner.

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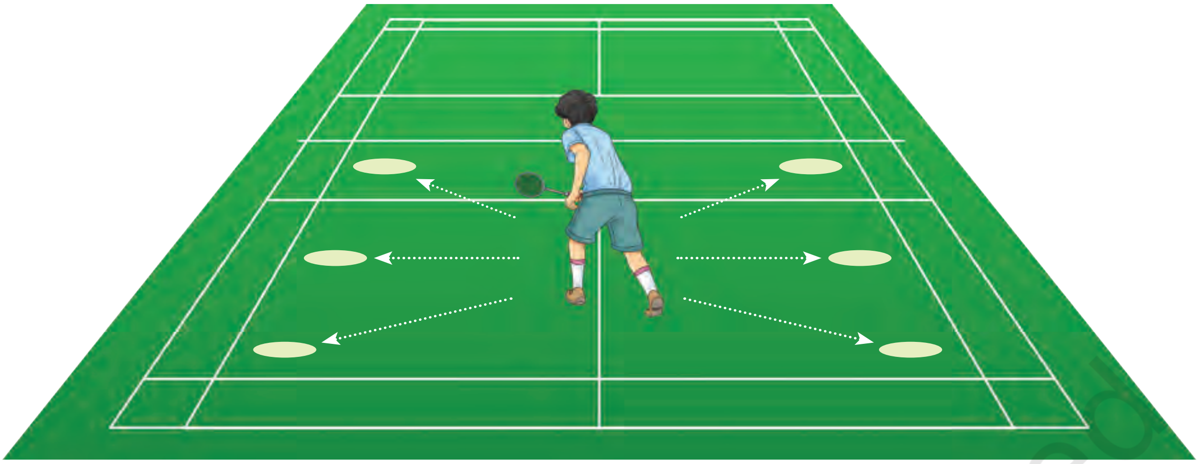
Lead-up Activity



- Place six buckets as shown in the figure.
- Place six shuttlecocks at the centre of the court.
- When commanded, the player will take one shuttlecock at a time and put it inside any bucket using proper footwork.
- One by one, the player will put all the shuttlecocks into all the buckets.
- The player who completes the drill in the shortest time will be the winner.

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Circle Time – *Reaction time through footwork*

Discuss how practising this footwork drill can enhance your playing ability.

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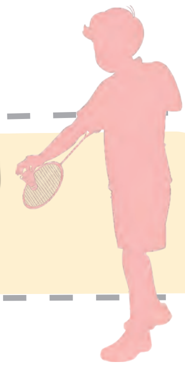
Backhand Low Serve



Warm-up	Skill	Cool-down	Circle Time
Triceps Stretching, Forearm Stretching	Backhand Low Serve	Standing Forward Fold, Overhead Triceps Stretch, Chest Stretch	Hand-eye Coordination, Service Rules

For the backhand low service, the shuttlecock must pass from one service court to the diagonally opposite service court and the rest of the service rules should be followed. The backhand low service passes close to the top of the net and lands at the front of the diagonally opposite service area.

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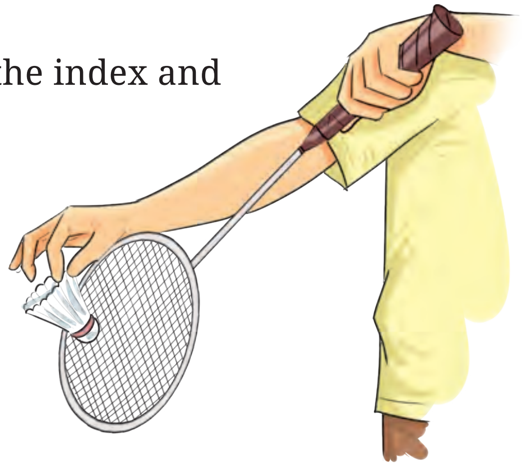
Backhand Low Serve

Steps to Learn

- Apply backhand grip.
- Hold the shuttlecock at waist level using the index and thumb fingers of the non-racket arm.
- Place the racket in front of the body, bend the elbow, rotate forward slightly downward so that the racket faces the shuttlecock.



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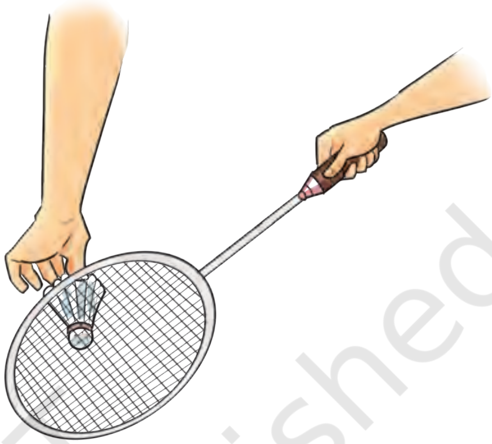
- Take a short backswing of the racket and hold the racket face slightly up.
- Push the shuttlecock gently forward in a way that it just passes over the net.



Lead-up Activity

- Players can practice serving and try to land a correct service as close as possible to the short service line.
- The teacher can create an arch near the T joint and short service line using markers and ask the players to land the shuttlecock in the arch using backhand low service.
- 10 chances will be given and the player who will lend the shuttlecock inside the circle for the maximum number of times will be the winner.

Circle Time – *Hand-eye Coordination, Service rules*

Discuss the service rules in badminton.

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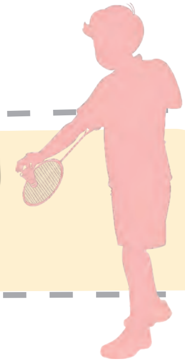
Backhand Lift



Warm-up	Skill	Cool-down	Circle Time
Shoulder Rotation, Dynamic Forward Lunges	Backhand Lift	Slow/Static Stretching	Identify the mistakes

It is easier to generate power in this stroke. This stroke will provide more recovery time to reach the centre of the court.

Backhand Lift

Steps to Learn

- Use a backhand grip to hold the racket comfortably.
- Position your body sideways with your racket foot slightly forward.

- Swing the racket upward with a smooth motion while using your wrist for control.
- Contact the shuttlecock below the tape of the net and lift it high towards the back of the court.
- Players can also hit the shuttlecock across the cross-court.
- Follow through gently after the shot to maintain balance and control.

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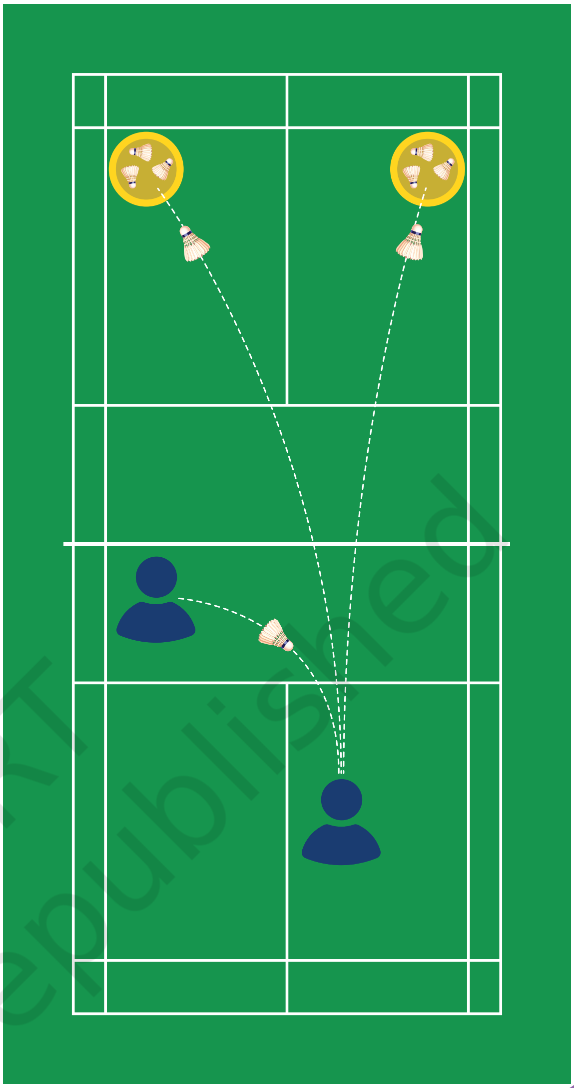
Lead-up Activity

- Identify a feeder and a lifter. Provide 20 shuttlecocks to the feeder.
- The feeder will throw the shuttlecock to the lifter and the lifter will play the backhand lift shot to hit the shuttlecock into the circles drawn into the opposite court as shown in the figure.
- The lifter will score five points for dropping the shuttlecock into the circle and one point anywhere inside the court.
- You can also play the rally in pairs without dropping the shuttlecock. Mark out target zones where players are supposed to aim to hit the shuttlecock.



Note for the teacher

- Teachers can identify the mistakes while players can practise and try to correct them.

Circle Time – *Identify the mistakes*

Players will discuss the right technique and service rules. Try to identify who among them performed better.

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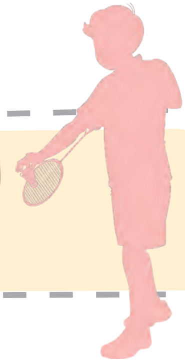
Forehand Lift



Warm-up	Skill	Cool-down	Circle Time
Shoulder Rotation, Trunk Rotation and Calf Stretch	Forehand Lift	Forward Bending Ground Touch	Right technique

When the shuttlecock is low, you can use this shot to lift it high and far. This gives you more time to prepare for the next shot.

Forehand Lift

- Use a forehand grip to hold the racket comfortably.
- Position your body diagonally with your racket foot slightly forward.
- Swing the racket upward in a smooth motion, using your wrist and forearm for control.
- Contact the shuttlecock below the tap and lift it high towards the back of the opponent's court.
- Follow through naturally to maintain balance and control after the shot.

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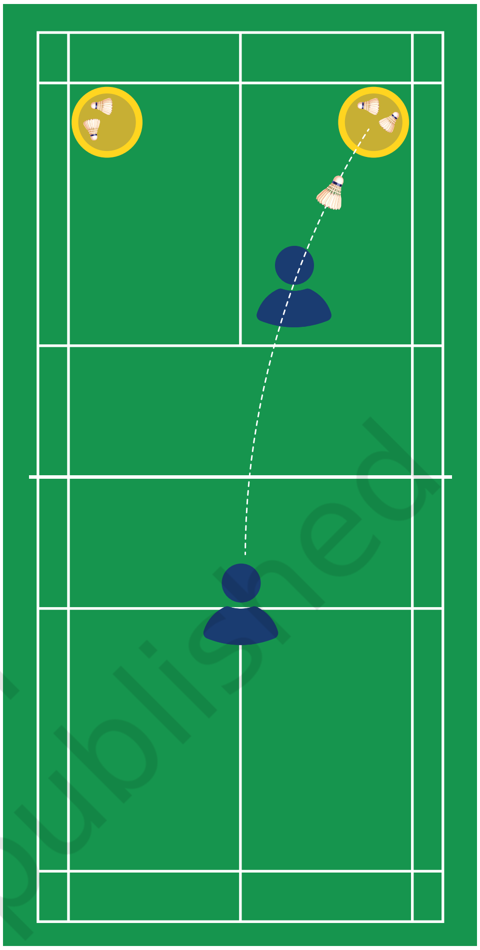
Lead-up Activity

- Identify a feeder and a lifter. Provide 20 shuttlecocks to the feeder.
- The feeder will throw the shuttlecocks one by one to the lifter and the lifter will play the forehand lift shot to hit the shuttlecock into the circles drawn into the opposite court as shown in the figure.
- The lifter will score five points for dropping the shuttlecock into the circle and one point anywhere inside the court.
- You can also play the rally in pairs without dropping the shuttlecock. Mark out target zones where players are supposed to aim to hit the shuttlecock.



Note for the teacher

- The teacher will identify the mistakes while players can practice and try to correct them.

Circle Time – *Right technique*

Players will discuss the right technique and try to identify who among them performed better.

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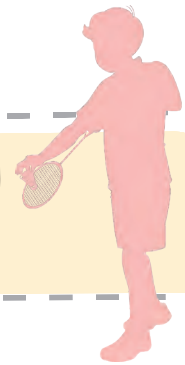
Forehand High Serve



Warm-up	Skill	Cool-down	Circle Time
Leaping and Skipping, Cross Toe Touch	Forehand High Serve	Sit and Reach	Path of the shuttlecock while hitting

This serve sends the shuttlecock high and far into the opponent's side of the court. It's a good way to start the game and push the opponent back.

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Forehand High Serve

Steps to Learn

- Use a forehand grip and stand with your non-racket foot forward.
- Hold the shuttlecock by the feathers as shown in picture.
- Swing the racket smoothly upward in a controlled motion.

 # The non-racket foot refers to the foot on the opposite side of the hand holding the racket.

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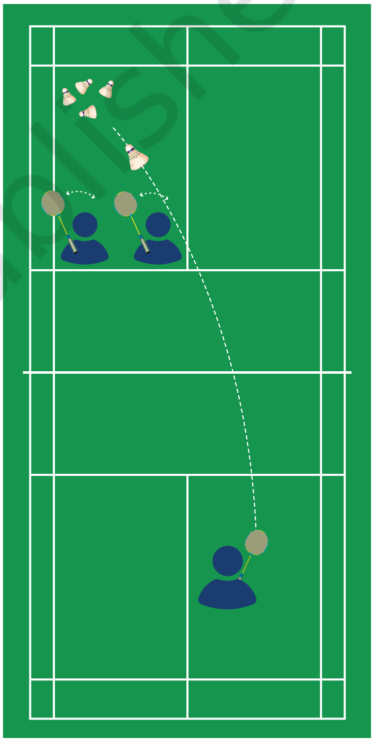
- Hit the shuttlecock below the waist level to lift it high and deep into the opponent's court.
- Follow through naturally to maintain balance and accuracy.

Lead-up Activity



As shown in the figure, set up the net and have two players stand horizontally in the middle of the opposite court with rackets raised at the top of their heads in their hands. Mark a line in the opposite court just before the back line. Each player will get five chances to serve. The objective will be to drop the serve towards the back of the player. The shuttlecock should travel, passing over the top of the racket of the opponent.

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Circle Time – *Path of the shuttlecock while hitting*

- Discuss how high you should hit the shuttlecock so that it goes above the racket of the opponent player but not so far.
- Discuss the flight and the direction of the shuttlecock.

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Forehand Low Serve

Warm-up	Skill	Cool-down	Circle Time
Spot Running, Star Jump	Forehand Low Serve	Head-to-toe Stretch	Placement of the service with accuracy

There are two types of forehand serves — high serve and low serve. We will learn low serve in this lesson.

Forehand Low Serve

Steps to Learn

- Stand sideways in the service box with a forehand grip, holding the racket and shuttlecock high, and keeping your weight on the rear leg.

- Transfer your weight forward, drop the shuttlecock slightly towards the front or to the side, and lower the racket while bending your wrist.

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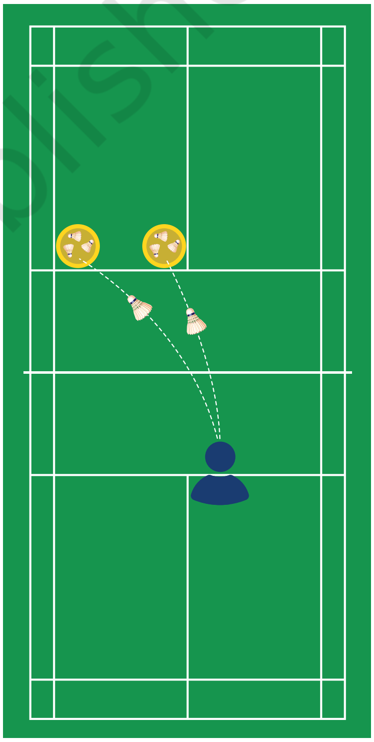
- Swing the racket forward, maintaining a bent wrist and using a smooth motion.
- Strike the shuttlecock towards the front or to the side while pushing through the shuttlecock for control.
- Finish the shot by bringing the racket back to the ready position.

Lead-up Activity

Place two buckets close to the service line as shown in the figure. Players will take turns to serve so that the shuttlecock falls into the bucket. One point will be scored for dropping the shuttlecock in the bucket.



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Circle Time – *Placement of the service with accuracy*

Discuss how you will decide where to serve based on the position and movement of the opponents.

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Forehand Drive

Warm-up	Skill	Cool-down	Circle Time
Biceps and Triceps Stretch, Trunk rotation	Forehand Drive	General Cool-Down Exercise With Special Focus On Upper Body	Right technique

The forehand drive is an offensive flat shot that is usually played over the net. Its purpose is to put pressure on the opponent by shortening their reaction time.

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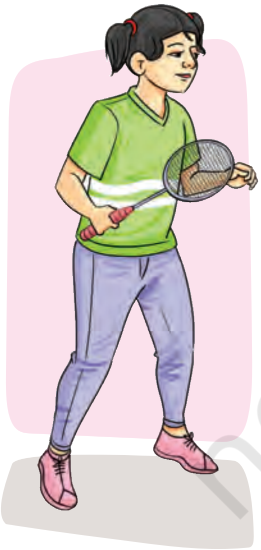
Forehand Drive

Steps to Learn



- Ready your racket with a forehand grip and step out to hit the shuttlecock with slightly bent elbows.

- Extend the elbow by relaxing the wrist and hit the shuttlecock in front of your body.

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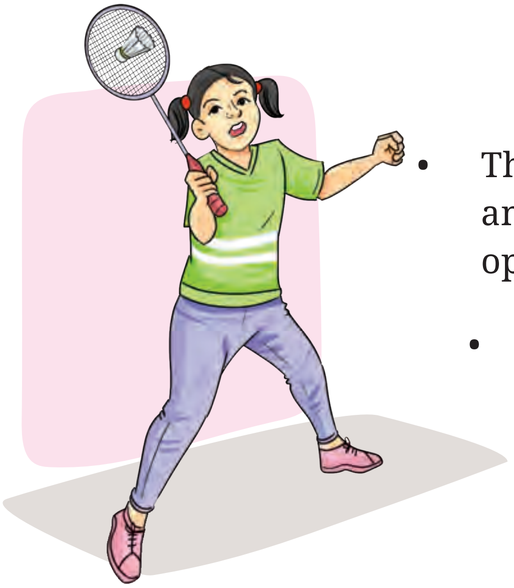
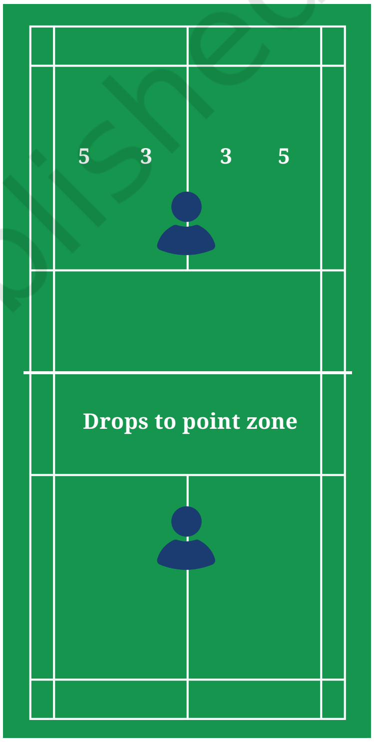


- Then hit the shuttlecock flat and straight towards the opponent's court.
- After hitting the shuttlecock, body weight should shift to the non-racket foot and the racket will follow the path of the shuttlecock.

Lead-up Activity

The feeder standing across the net, will feed the player you parallelly to the forehand side while the player hasto return the shuttlecock using a forehand drive.



Circle Time – *Right technique*

- Discuss how fast you should hit the shuttlecock to go towards the opponent's court.
- Also, discuss the hand and foot movement for hitting the shuttlecock towards the opponent's court.

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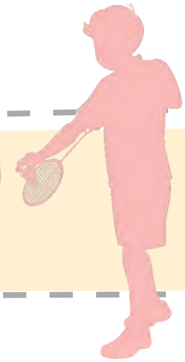
Backhand Drive

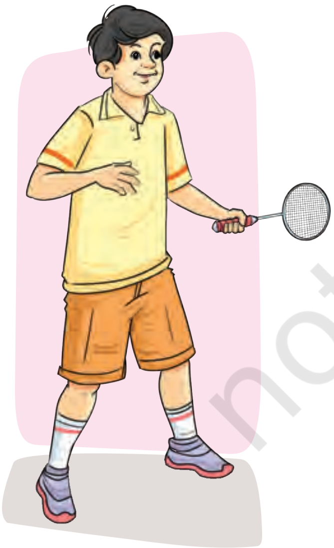


Warm-up	Skill	Cool-down	Circle Time
Leaping and Skipping, Cross Toe Touch	Backhand Drive	Slow/Static Stretching	Right technique

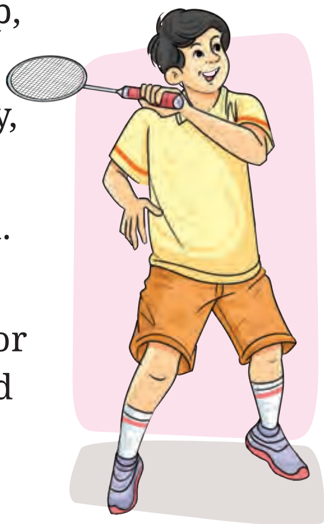
The backhand drive is an offensive flat shot that is usually played over the net. Its purpose is to put pressure on the opponent by shortening their reaction time.

Backhand Drive

Steps to Learn



- Position yourself with a backhand grip, turn your non-racket shoulder toward the shuttle, and bring the racket back near your non-racket shoulder. Swing forward with a wrist snap, making contact with the shuttlecock in front of your body, then follow through slightly and return to the ready position.
- Hold the forearm up, hit the shuttlecock in front or to the side, reach out and extend your elbow.



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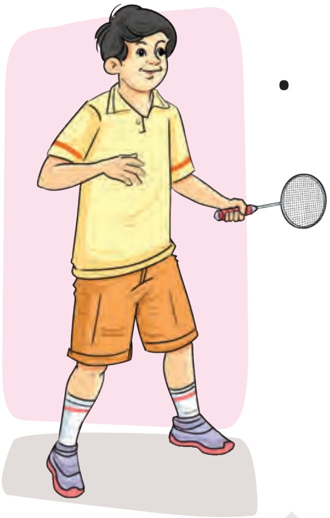
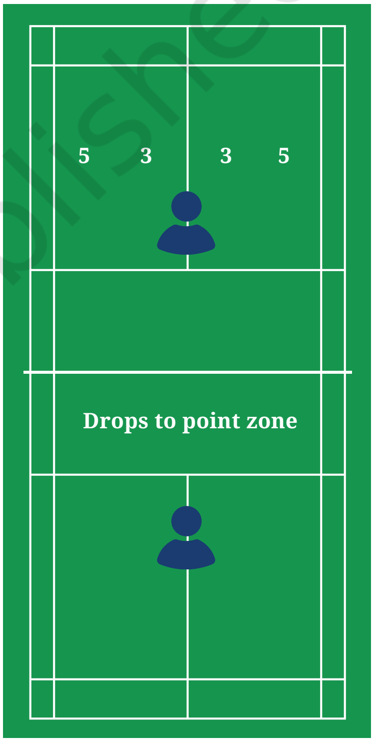
- Hit the shuttlecock in front or on the side of your body at the highest point possible.



- Turn back to the net, keeping the racket ready.

Lead-up Activity

The feeder standing across the net, will feed the player parallelly to the forehand side while the player has to return the shuttlecock using a backhand drive.



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Circle Time – *Right technique*

- Discuss how fast you should hit the shuttlecock so that it moves parallel to the ground.
- Also, discuss the hand and foot movement for hitting the shuttlecock parallel to the ground.

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Forehand Clear

Warm-up	Skill	Cool-down	Circle Time
Overhead Arm Stretch, Rear Shoulder Touch, Shoulder Rotation	Forehand Clear	Head-to-knee Stretch	Hand-eye Coordination

It is an essential badminton stroke for sending the shuttlecock to the rear end of the other team's court. Depending on the circumstances of the game, this shot can be played defensively or offensively.

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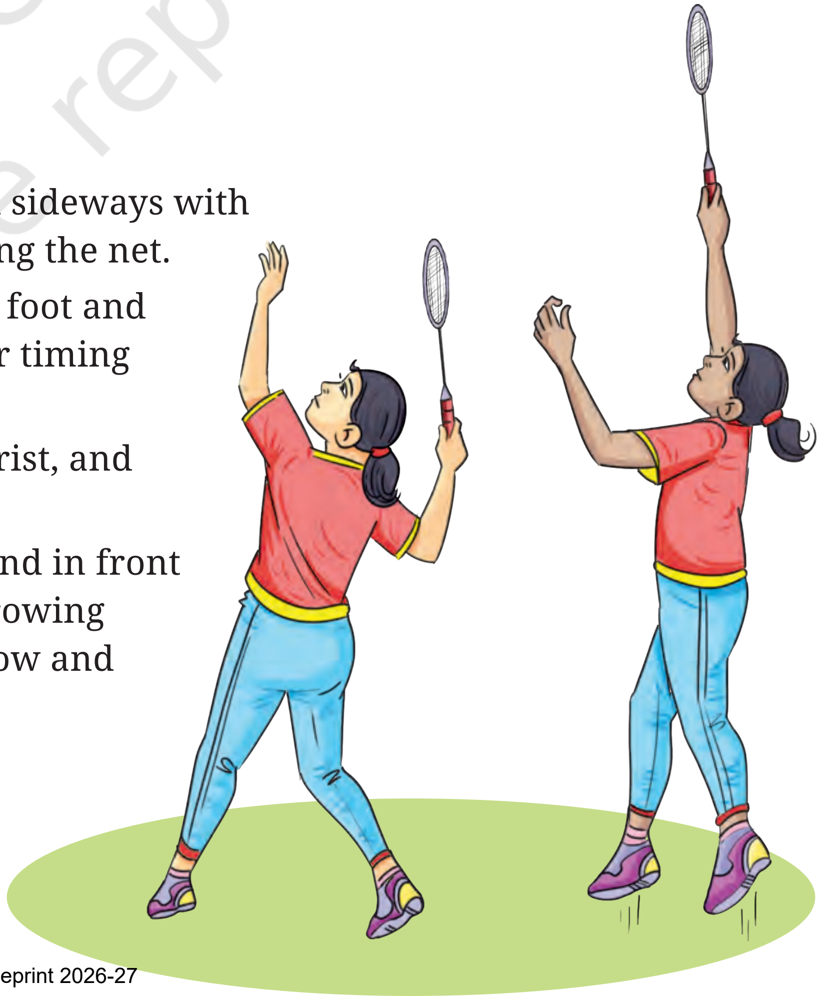
Forehand Clear

Steps to Learn

1. Use a forehand grip and stand sideways with your non-racket shoulder facing the net.
2. Shift your weight to your rear foot and raise your non-racket hand for timing and balance.
3. Bend your elbow, lock your wrist, and prepare to swing forward.
4. Contact the shuttlecock high and in front of your body with a strong throwing action, straightening your elbow and unlocking your wrist.



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5. Follow through with your racket, shift your weight to your front foot, and return to your base position.

Lead-up Activity

- Players can practice in pairs and try to hit the shuttlecock towards the end of the court. The objective is to place the shuttlecock in a back gallery. This exercise can also be done by tossing the shuttlecock to two opponents standing on far corners of the court as shown in the figure. Keep opponents A and B in a stationary position to develop accuracy.
- You can also play the rally in pairs without dropping the shuttlecock. Mark out target zones where players are supposed to aim to hit the shuttlecock.

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Circle Time – *Hand-eye Coordination*

Discuss how you accurately predict the shuttlecock's path to determine the contact point for your clear.

 # The non-racket shoulder or hand refers to the shoulder or hand on the opposite side of the hand holding the racket.

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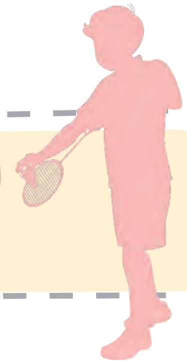
Forehand Drop



Warm-up	Skill	Cool-down	Circle Time
Overhead Arm Stretch, Rear Shoulder Touch, Shoulder Rotation	Forehand Drop	Head-to-knee Stretch	Finding new things

The forehand drop shot is a gentle hit that lands close to the net on the other side. It's a tricky way to bring your opponent closer to the net and take advantage.

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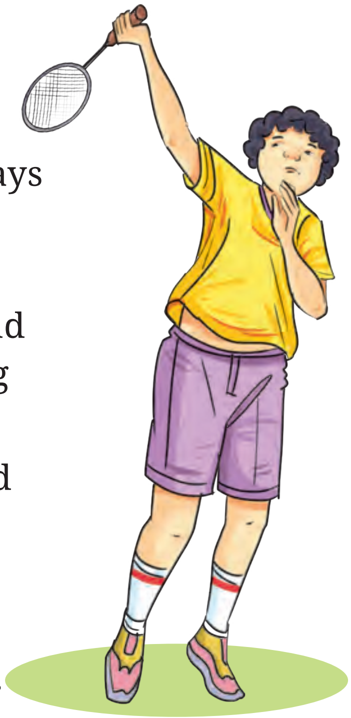
Forehand Drop

Steps to Learn

- Use a forehand grip and stand sideways with your non-racket shoulder facing the net.
- Shift your weight to your rear foot and raise your non-racket hand for timing and balance.
- Bend your elbow, lock your wrist, and prepare to swing forward.
- Contact the shuttlecock high and in front of your body, and hit the shuttlecock gently to control the shot.



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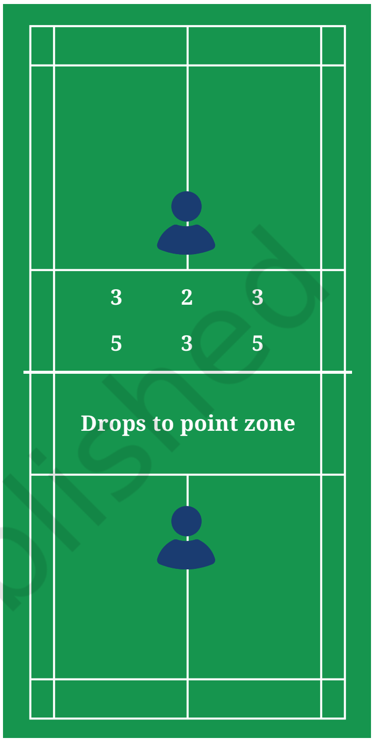
- Follow through, shift your weight to your front foot, and return to your base position.
- Try to land the shuttlecock between the net and the short service line.

Lead-up Activity

Your feeder standing across the net, will feed you the high serves continuously while you have to return the drop closer to the net and come back to the centre of the court. Each player will get 10 chances.



Circle Time – *Finding new things*

Discuss different ways of hitting the shuttlecock in which the force on the shuttlecock reduces significantly without much change in the action.

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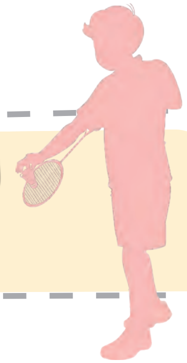
Badminton Match



Warm-up	Skill	Cool-down	Circle Time
Full Body Stretching, Jogging on the Spot, Ladder Drills, High Knees	Badminton Match	Full Body Stretching Exercises	Enjoyment and Focus

How to play?

- The game is won by the first player who scores five points.
- The player who wins a rally earns a point each time.
- In the situation where Player A serves and wins the rally, Player A advances to serve with a 1-0 lead.
- If Player B wins the subsequent rally, Player B receives the serve and the score is tied at one. Players keep serving and rallying throughout the game until one person reaches five points.

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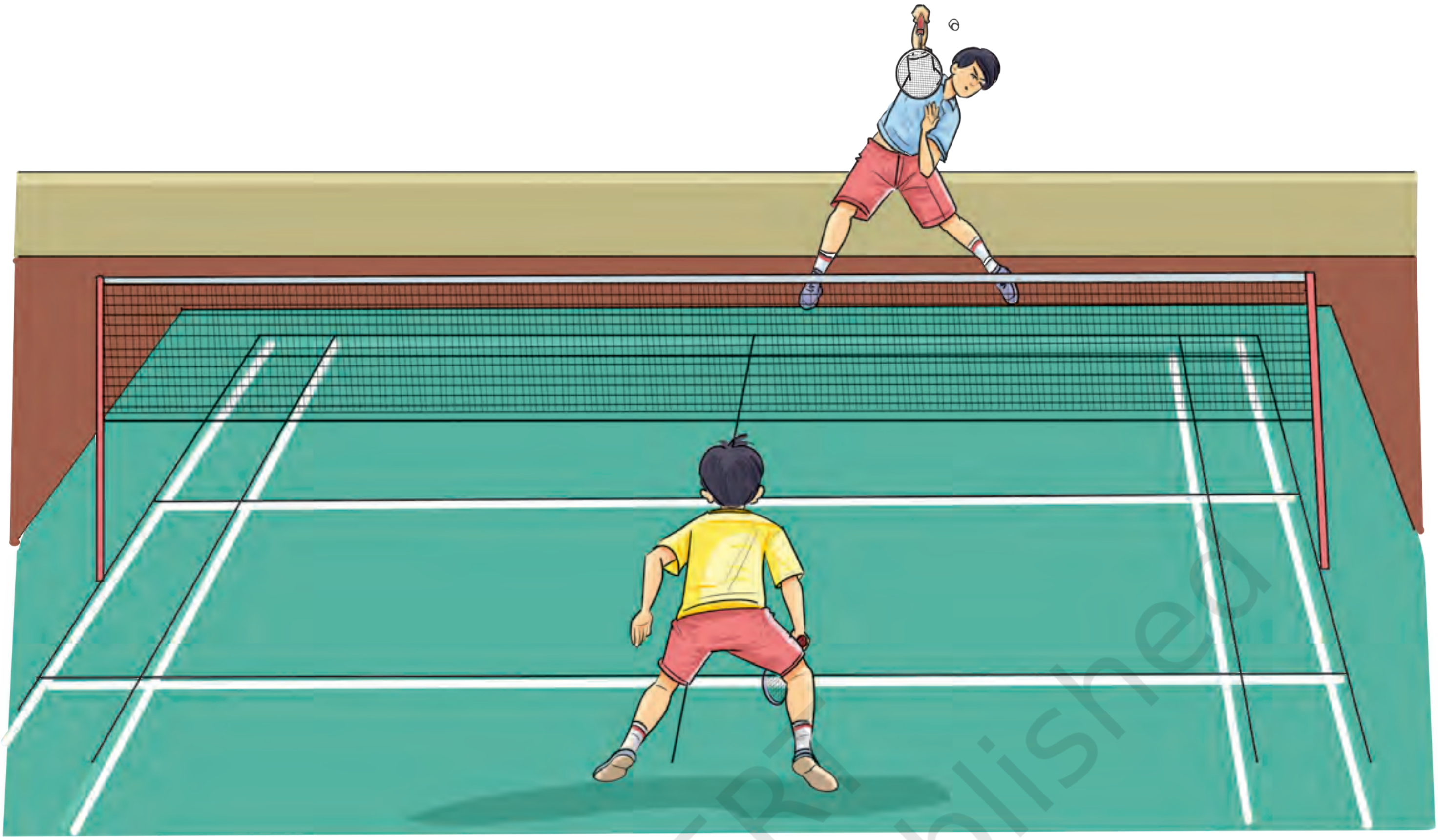

Circle Time – *Enjoyment and Focus*

- Identify the rallies, shots, and movements in the games which you enjoyed the most irrespective of who scored the points.
- How did you regain focus when you started trailing on points?

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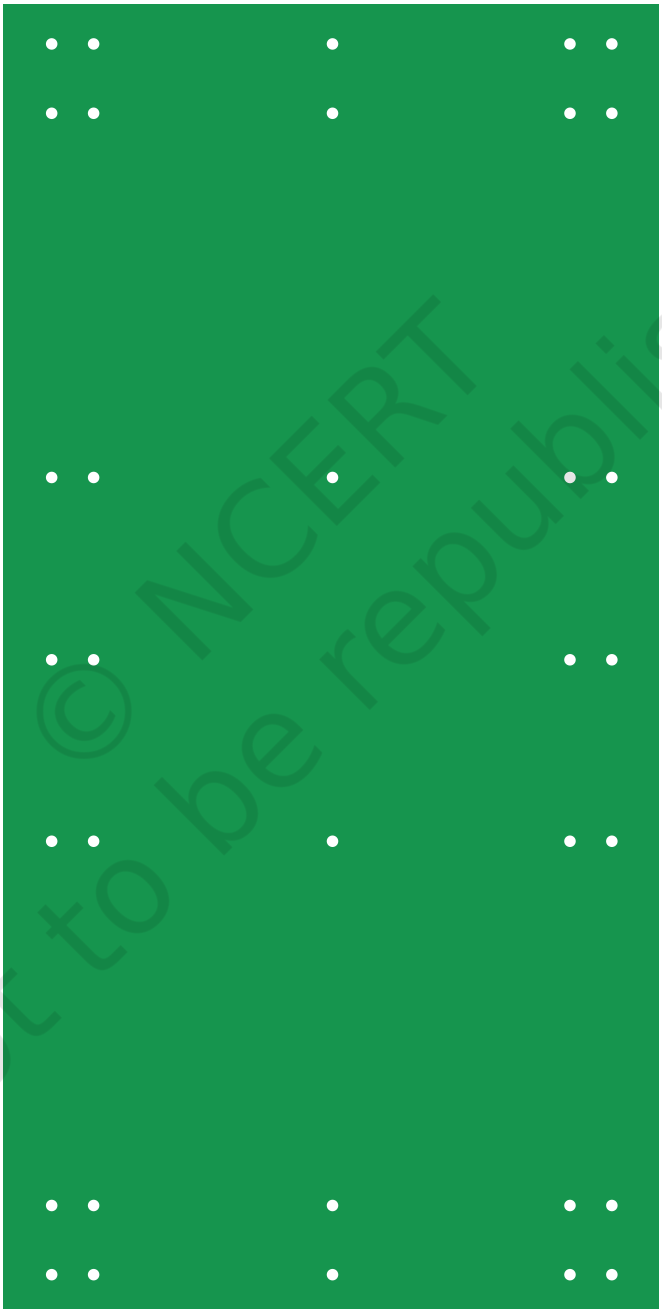
Complete the following task

- Mark the court by joining the dots in the figure below.
- Find out the court dimensions for single and doubles and label it.
- Find out the basic rules of Badminton and discuss them with your peers.



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Teacher-Assessment

Serve (Backhand Low Serve, Forehand High Serve and Forehand Low Serve)

1	2	3	4	5
Student is learning how to control the racket and shuttle as they serve.	Student is making simple serves and working on accuracy and consistency.	Student can occasionally change up serves and have a moderate level of accuracy.	Student can modify their technique as per the requirement and serve consistently with good placement.	Student use a variety of serves with accuracy, control, and strategy.

Lift (Backhand Lift and Forehand Lift)

1	2	3	4	5
Student is learning how to control lifts in order to get the shuttle over the net.	Student has trouble with consistency, height, and distance of the lifts.	Student raises the shuttle with a respectable height and depth with control.	Student lifts the shuttle to the backcourt consistently and precisely.	Student use strategically positioned lifts in rallies and execute them with accuracy.

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Drive (Forehand and Backhand)

1	2	3	4	5
Student is able to hit the drive with improvement in timing and control.	Student can hit drives, but lacks consistency, speed, and direction.	Control has improved as the student hits the drives with respectable speed and accuracy.	Can keep opponent under pressure by executing quick and controlled drives.	Confidently executes strong, accurate drives and intelligently employ them throughout rallies.

Understand Bullying

1	2	3	4	5
Student has trouble identifying feelings and hardly ever acknowledge their problem.	Occasionally becomes aware of the distress but finds it hard to pinpoint the reason.	Although having trouble controlling themself, student is aware of the distress and its causes.	Has a good understanding of their distress and can control emotions to some extent.	Successfully controls emotions and completely understand the reasons behind distress.

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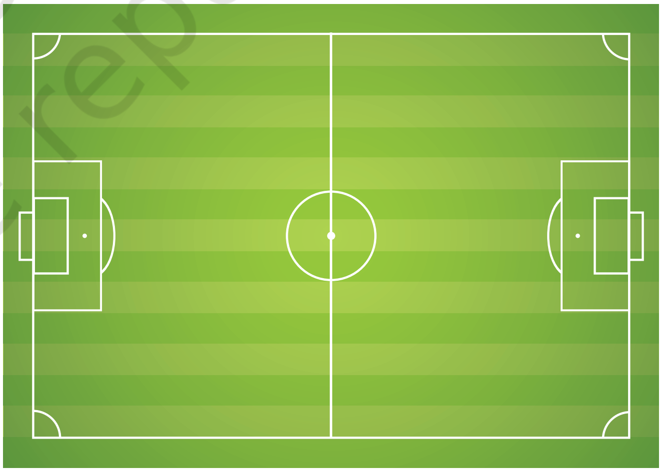
UNIT 4

Fundamental Skills of Sports

Football



Football is a popular sport played between two teams, each with 11 players. The goal is to kick the ball into the opponent's net to score points. Players use their feet, head, and body to control the ball, but only the goalkeeper can use hands. Football improves fitness, teamwork, and coordination. It is the most-watched sport in the world and is played in big tournaments like the FIFA World Cup. It is also known as Soccer.

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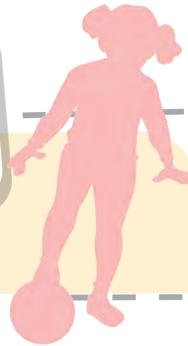
Kicking the Ball with the Inside of the Foot



Warm-up	Skill	Cool-down	Circle Time
Side Walk, Back Walk, Jogging Drills	Kicking the Ball with the Inside of the Foot	Floor Touch, Calf Stretch	Basic moves and strategies

Kicking the Ball with the Inside of the Foot

Kicking with the inside of the foot is a fundamental skill in football that many players use for passing, shooting and controlling the ball.

Steps to Learn

You would have done similar activities in the Preparatory Stage (Grades 3 to 5). Let us learn the skill:

1. **Approach**
   - Be in the direction of the ball.
   - Place the non-kicking foot pointing towards the target by the side (6 to 8 inches apart) of the ball.

2. **Execution of the Skill**
   - The last step will be slightly bigger than the approach run. The kicking leg will get a good swing to connect the ball with the inside of the foot.

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- Lock your ankle in such a way that the toes are pointing outside, whereby the whole inside of the foot comes in contact with the ball while kicking.
- Connect your foot at the centre and behind the ball.

3. **Follow Through**
   - Make sure your kicking foot is in the direction of the target after making contact with the ball.

Lead-up Activity

Pair up with your partner and kick the ball toward each other with your instep. Gradually increase the distance to 3 m, then 5 m, and finally 7 m, while also practicing with a moving ball. You can only kick the ball with the inside of the foot. Your partner will score a point if you fail to kick the ball through your instep. Try to increase the speed of the rally to unsettle each other.

Circle Time – *Basic moves and strategies*

Discuss the point of impact of the foot and the ball so that it remains on the ground and travels in the desired direction.

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Receiving the Ball by Inside of the Foot

Warm-up	Skill	Cool-down	Circle Time
Lower Limbs Rotations, High Knee	Receiving the Ball by Inside of the Foot	Torso Twist, Crossed-leg Toe Touch	Safety measures

Receiving the Ball by Inside of the Foot

Receiving the ball using the inside of the foot is a fundamental skill in football that allows players to control and direct the ball effectively.

Steps to Learn

You would have done similar activities in the Preparatory Stage (Grades 3 to 5). Let us learn the skill:

1. **Approach**
   - Face the direction from which the ball is coming and align your body accordingly.
   - Turn your shoulder and hips towards the direction of the passing to widen your body.

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2. **EXECUTION OF THE TECHNIQUE**

- Place your receiving foot in front of your standing leg and allow the ball to touch your foot.
- To cushion the ball and slow it down, use the inside of your foot.

3. **FOLLOW THROUGH**

- At the time of contact with the ball, the receiving foot will be taken back so that the cushioning effect will be there to control the ball.

Lead-up Activity

Pair with your partner, stand at a distance of 5 m and start kicking the ball towards each other with your inside of the foot. You have to receive the ball through your instep as explained. Make sure that you keep the ball in control while receiving. If the ball deflects while receiving, the shooter will score a point. Try to increase the speed of the rally to unsettle each other.

Circle Time – *Safety measures*

Discuss the point of impact of the foot while receiving the ball and ways to offset the impact so that the ball does not deflect.

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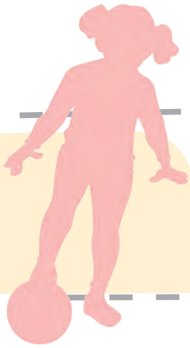
Passing the Rolling Ball



Warm-up	Skill	Cool-down	Circle Time
Frog Jumps, Hip Muscle Stretch	Passing the Rolling Ball	Chest Stretch, Shoulder Circles	Personal Behaviour during Game and Appreciating Strong Player

Passing the Rolling Ball

Passing a rolling ball in football is a fundamental skill that involves delivering the ball to a teammate with precision and control.

Steps to Learn

You would have done similar activities in the Preparatory Stage (Grades 3 to 5). Let us learn the skill:

1. **Approach**
   - Make sure your body is positioned correctly in relation to the ball.
   - With your toes pointing in the direction of the pass, place your non-kicking foot next to the rolling ball.
   - Look up to see where your opponents and teammates are positioned.
   - You might need to modify the approach to better control the ball before passing if it is rolling fast.

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2. **Execution of Technique**

- Use your correct foot to strike the ball in order to pass efficiently; for a more controlled pass, use the inside of your foot.
- You must strike the ball at the right time, ideally as it enters your stride.
- Depending on how you choose to pass, change the angle of your foot.
- Keep your foot parallel to the ground and slightly open for a more direct low pass.

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- The circumstances determine the pass's power, such as whether a longer driven pass or a short crisp pass is needed.

3. **Follow Through**
   - Let your foot follow through in the direction of the pass after you've struck the ball.
   - Make sure your body weight is evenly distributed to maintain your balance both during and after the pass.
   - Make a swift transition to your next movement after the follow through.

Lead-up Activity

Drill Under Pressure

- The goal is to pass the ball precisely and quickly as it rolls while the opposition puts pressure.
- Mark a small area. Have three players pass the rolling ball to each other while one defender will intercept.
- If the ball goes out of the small area, the person who kicks the ball will become the defender.
- The defender will become the player.

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Circle Time – *Personal Behaviour during Game and Appreciating Strong Player*

- Identify your areas of improvement and strengths while executing a rolling ball pass.
- Discuss how you can ensure self-safety and safety of other while moving in a small areas.

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Step Trapping

Warm-up	Skill	Cool-down	Circle Time
Jogging, High Knees, Butt Kicks, Lateral Shuffles	Step Trapping	Hip Flexor Stretch, Glute Stretch, Calf Stretch, Groin Stretch	Personal Goal

Step Trapping

Steps to Learn

Step Trapping is a fundamental skill in football that involves controlling and stopping the ball with various parts of the body.

1. **Approach**
   - When you are ready to trap the ball, place your body behind the line of the incoming ball.
   - Anticipate the direction, path and bounce of the ball.
   - Take a low balanced position by bending your knees a little.

2. **Execution of Technique**
   - If the ball is rolling towards you, simply place your foot directly on top of it to stop it.

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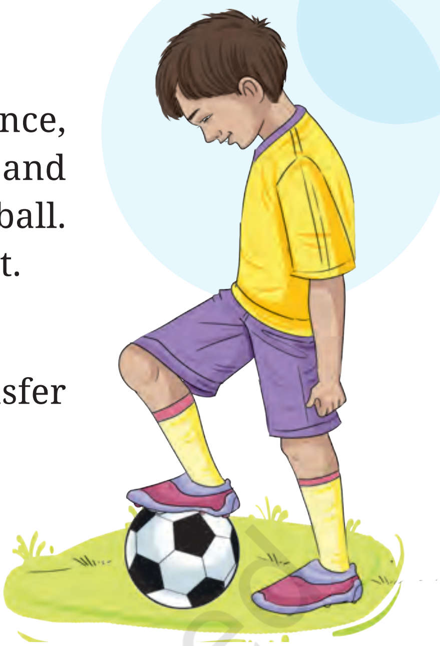
- If the ball is coming to you on a low bounce, extend your receiving foot in its direction and bring it back right before contact to stop the ball. Make sure that the ball dead drops on impact.

3. **Follow Through**
   - As soon as the ball is trapped, get ready to transfer it into space or away from the defender.



Lead-up Activity

- Make as many small boxes of 30 inches × 30 inches.
- Play this with your partner. One of the partners will stand behind the box and the other partner will roll the ball by hand towards the box from a distance of five metres.
- The partner behind the box has to trap the ball within the box. One point will be awarded for one trap.
- Each player will set a goal for trapping the ball, for example, five times out of six or three times out of six.
- Each will get three chances of rolling a ball and three chances for low bouncing the ball randomly. The player with the maximum points will be the winner.

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Circle Time – *Personal Goal*

- Discuss on what basis you set your goal and how you felt after achieving your goal.
- What steps you will take if you do not achieve your goal?

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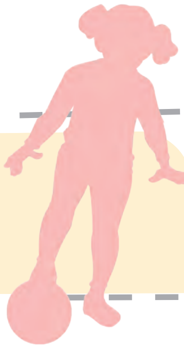
Dribble



Warm-up	Skill	Cool-down	Circle Time
Jumping Jacks and Frog Jump, Chest and Back Stretch, Quadriceps Stretch	Dribble	Bow Pose, Crocodile Pose, Wheel Pose	How to move quickly

Dribble

Steps to Learn

Dribbling is one of the fundamental skills in football that involves moving the ball with control while running or walking.

1. **Approach**
   - Bend your knees slightly to lower your centre of gravity to maintain the balance.
   - Keep the ball between your leg and close to the body to protect the football from the defender.
2. **Execution of Skill**
   - Use both feet's, inner and outer parts, to control and guide the ball to move in the desired direction.
   - Apply short and gentle touch to the ball. Adjust the force of the touches on the situations, and the pace so that the ball is in your control.
   - Keep your head up, to stay aware of the surroundings, especially the location of the opponents and teammates.

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- Dribble the ball while using both feet for unpredictable results.

3. **Follow Through**
   - Maintain the body balance and balance after finishing; continue the dribbling.
   - Plan for the next action.
   - Maintain the momentum after execution.

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Lead-up Activity

- Place the cones as shown in the figure.
- The players will take turns for dribbling the ball through the cones in different patterns.
- The players who are not dribbling the ball will observe the other players who are dribbling.
- The player who will complete the dribble in minimum time will win.

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Circle Time – *How to move quickly*

- Discuss what technique you observed that helped the players who finished the dribble in the lowest time.
- Discuss what technical improvements are required for the player who took more time.

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Feinting

Warm-up	Skill	Cool-down	Circle Time
Jogging, High Knees, Butt Kicks, Lateral Shuffles	Feinting	Hip Flexor Stretches, Glute Stretch, Calf Stretch, Groin Stretch	Patterns of opponent's play

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Feinting

Steps to Learn

A feint usually involves a sudden shift of body weight, a fake dribble, or a head movement that suggests the player is going in one direction while they actually intend to go another way. The objective is to wrong-foot your opponent in order to make your way with or without the ball.

1. **Approach**
   - With your knees bent and your body ready to change direction rapidly, maintain a low centre of gravity.
   - Make it appear as if you are going to shoot, dribble, or pass in a single direction.

2. **Execution of the Skill**
   - Use your entire body to make the feint seem realistic by exaggerating the movement of your legs and feet, as though you were going to pass or dribble in that direction.

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- Push off your planted foot and go in the opposite direction as soon as the opponent responds to your feint.

3. **Follow Through**
   - Once you've managed to trick the defender, speed into the gap produced to move forward.

- Once you have defeated the defender, consider your alternatives. Your options will vary depending on the situation. You can shoot, dribble farther, or pass.

Lead-up Activity

Choose a partner for yourself. While the one player practices feints in front of other, the other player assumes the role of the defender. The attacker practices selling the feint and rapidly changing direction while the defender imitates the attackers moves rather than tackling.

Circle Time – *Patterns of opponent's play*

- Discuss how will you identify whether the other players are feinting or not.
- When you were unable to imitate your partner, express your feelings and share with your peers.

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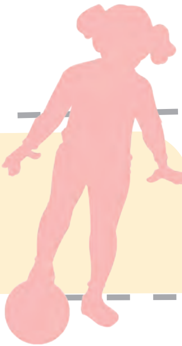
Kicking the Ball for Accuracy



Warm-up	Skill	Cool-down	Circle Time
Sliding and Galloping, Knee Hug	Kicking the Ball for Accuracy	Hip Flexor Stretches, Glute Stretch, Calf Stretch, Groin Stretch	Patterns of opponent's play

Kicking the Ball for Accuracy

Steps to Learn

- Mark a big circle that is between 10 – 15 yards wide.
- Make two circles inside a big circle as shown in the figure and keep a marker right in the middle of the inner circle.
- Each player will stand around the circle's edge.
- Players will take turns trying to get their ball as close to the marker as they can.
- The ball that hits the cone gets five points. The ball that gets through the first inner circle without touching the marker gets 3 points. The ball that gets through the outer circle gets 1 point.
- Each player will get equal chances. Repeat the game multiple times and total the points. The player with the maximum time wins.
- Increase the distance of the circle to make the game more challenging.

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Circle Time – *Patterns of opponent's play*

Discuss and compare what contributed to accurately kicking the ball from below:

- Use of Instep
- Balance
- Focus
- Footwork

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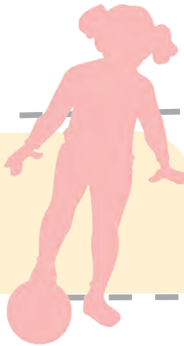
Passing the Ball in the Air



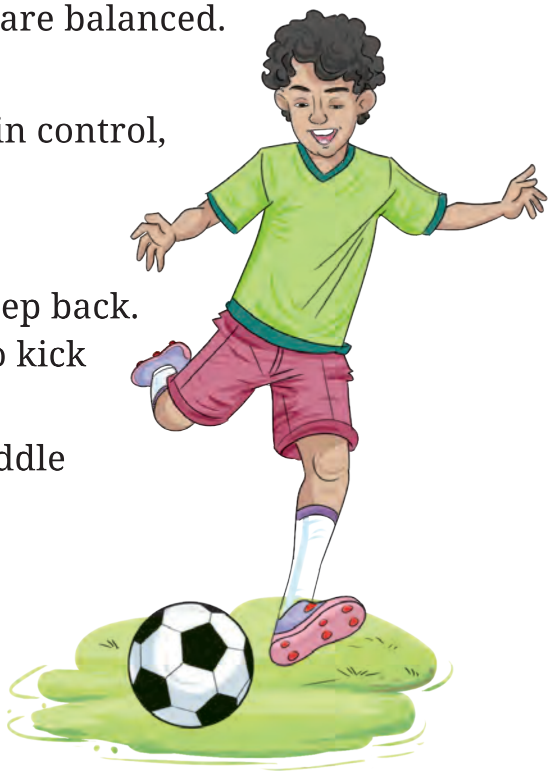
Warm-up	Skill	Cool-down	Circle Time
Floor Touch, Calf Stretch, Crouch Leg Stretch	Passing the Ball in the Air	Forward Lunges and Backward Lunges	Discussing the drill

Passing the Ball in the Air

Steps to Learn

1. **Approach**
   - To properly time your contact, align yourself with the ball's path.
   - Make rapid, little adjustments to your position as the ball gets closer to ensure that you are balanced.
   - Do it in two steps.
   - To hold the ball down and maintain control, lean a little forward.

2. **Execution of Technique**
   - First, receive the ball and take a step back. Then use your instep diagonally to kick the lower half of the ball.
   - You should usually aim for the middle or lower portion of the ball while making such a pass.



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- Depending on the style of pass, use different areas of your foot (instep for longer and driven aerial passes, inside of the foot for shorter and more controlled passes).
- Use a smooth, steady leg swing to provide power.

3. **Follow Through**
   - Your kicking leg should continue to move forward naturally after it makes contact with the ball.

- Maintain your body's balance while performing the follow-through.
- After making the pass, get ready quickly to go on to your next move.

Lead-up Activity

- Stand ten to fifteen feet apart with a partner for the two-player drill.
- Pitch a stump in between. Try kicking the football over and above the stump. You will score one point for kicking the ball over the stump. Player with the most points win.
- Gradually advance to longer kicks by increasing the distance from the stump; utilise the instep after beginning with short, controlled kicks using the inside of the foot.

Circle Time – *Discussing the drill*

Observe and discuss the difference between the flight path of the ball when it is kicked from different parts of the foot. Also observed and discuss if the change in body position.

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Pass and Move Relay Drill

Warm-up	Skill	Cool-down	Circle Time
Sliding and Galloping, Knee Hug and Quadriceps Stretch	Pass and Move Relay Drill	Torso Twist, Calf Stretch, Quadriceps Stretch	Personal Behaviour during Game and Appreciating Strong Player

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Pass and Move Relay Drill

Steps to Learn

- The first player in line makes a short pass to the player standing next to him at a distance of 5-7 metres.
- The player returns the ball to the first player in line, and then he makes a long pass to the player in front of him at a distance of fifteen (15) metres, or as close to it as possible, depending on space availability.
- The receiving player will dribble the ball till the starting line, and the cycle will be continued.

Circle Time – *Personal Behaviour during Game and Appreciating Strong Player*

Discuss the distress signals that you may identify during a course of drill and game e.g. discomfort in movement, bruises and rashes, intense pain, facial expression, etc.

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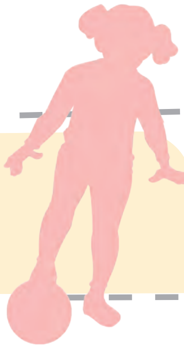
Interception



Warm-up	Skill	Cool-down	Circle Time
Leg Swings, Hip Circles, Walking Lunges, High Knees, Butt Kicks	Interception	Light Jogging, Quadriceps Stretch, Hamstring Stretch, Hip Flexor Stretch	Discussing the drill

Interception

Steps to Learn

An interception is a defensive action where a player anticipates and intercepts (or takes possession of) the ball intended for an opponent.

1. **Approach**
   - Keep yourself ready so that you intercept the given pass.
   - Maintain a low centre of gravity by balancing your weight on your feet and bending your knees.
   - Continue to look around the field with your head elevated. Wait for the ball to move.

2. **Execution of Technique**
   - Judge and wait for the ball's movement towards the target after it has been passed.
   - Move swiftly into the ball's path and intercept it when it is passed.
   - Cut across and intercept with an explosive, fast step.

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3. **FOLLOW THROUGH**

- The objective is to keep control of the ball after you've intercepted it.
- Make a swift switch from defence to offence after intercepting.

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Lead-up Activity

- Make a circle and let the players stand at the edge of the circle. One or two players will be the defenders who will intercept the ball while others pass the ball through the circle.
- The one who successfully intercepts will join the players in the circle and one who made an unsuccessful pass will become a defender.

Circle Time – *Discussing the drill*

- Discuss what strategies can be made with your defender partner to intercept the football.
- Discuss the passing strategies to dodge the defender while passing the ball.

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Do You Know

Person to person marking is a defensive strategy in which one player is tagged to another player of opposition side. The player is supposed to remain close to the opposing side player to refrain the opposing player for receiving a pass.

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Front Block Tackling

Warm-up	Skill	Cool-down	Circle Time
Leg Swings, Hip Circles, Walking Lunges, High Knees, Butt Kicks	Front Block Tackling	Light Jogging, Quadriceps Stretch, Hamstring Stretch, Hip Flexor Stretch	Regulation of Behaviour and Observing Others

Front Block Tackling

Steps to Learn

A front block tackling is a defensive technique in football that aims to dispossess an opponent of the ball without making direct contact with them or committing a foul.

1. **Approach**
   - Get close to the opponent who is controlling the ball.
   - Keep your body leaning slightly forward, knees bent, and approach swiftly to the opponent.
   - To prevent being dribbled past, keep a safe distance.
2. **Execution of Technique**
   - Step in to make the tackle as soon as you are within range and the opponent is about to lose control of the ball.
   - The ball can be blocked or knocked aside by using the inside of your foot.

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- For balance, place your non-tackling foot firmly on the ground as you make the tackle.
- Be cautious not to be too aggressive, but use enough force to get the control of the ball.

3. **Follow Through**
   - Return to your starting position as soon as you've completed the tackle.
   - Get ready to face another player that will be attacking.

Lead-up Activity

- Mark a spot and place a ball on it. Two players will approach the ball.
- Both the players will gently place the foot touching the ball as shown in the figure.
- They will then push the foot by applying pressure on the foot to unsettle the opponent and take control and dribble into.

Circle Time – *Regulation of Behaviour and Observing Others*

Discuss the precautions you took to prevent the injuries while doing this activities.

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Goal Keeping

Warm-up	Skill	Cool-down	Circle Time
Leaping and Skipping Jumps, Hip and Pelvic Muscle Stretch	Goal Keeping	Chest Stretch, Shoulder Circles, Cross Body Shoulder Stretch	Stance, Action and Arm Movements

Goal Keeping

A goalkeeper is the only player allowed to use their hands and arms to play or control the ball, within the designated area, penalty area.

Steps to Learn

1. **Approach**
   - Maintain a shoulder-width distance between your feet while bending your knees slightly.
   - Join your hands in the 'W' position.
   - Always keep your eyes on the ball.
2. **Execution of Technique**
   - Using your hands and arms, form a "basket". Hold your hands close together with your fingers pointing downward and slightly cupped.

- In order to provide a safe landing place for the ball, your elbows should be close to your sides.

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- Allow the ball to enter the basket you've made with your hands and arms as it gets closer.
- As you catch the ball, bend your elbows and bring your hands slightly towards your body to allow your body to absorb the force.

3. **Follow Through**
   - Once you get the ball in your hands, secure it by bringing it close to your body.
   - As a result, the ball won't returned back or get knocked down by an opponent.

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Lead-up Activity

Make a pair. Set up the cones in a zigzag pattern. One player will run between the cones and then catch the ball. The partner will throw the ball towards the other players. Drill will be continued for the set time period.

Circle Time – *Stance, Action and Arm Movements*

Discuss how did you anticipated the direction and path of the ball just before the catching.

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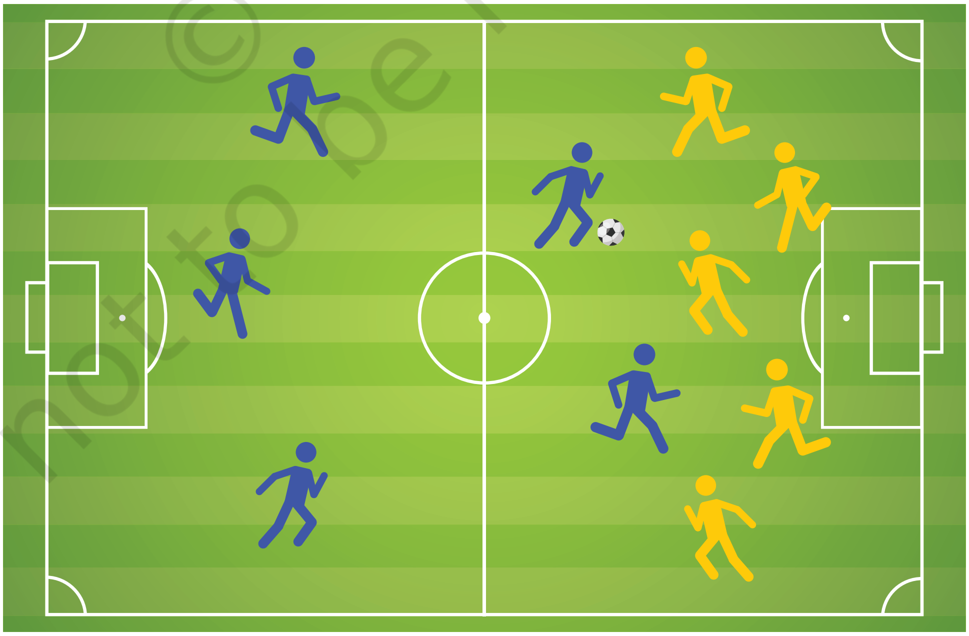
5-a-side Match

Warm-up	Skill	Cool-down	Circle Time
Fast running on the Spot, Head to Toe Stretch	5-a-side Match	Overhead Arm Stretch, Torso Twist, Crossed-leg Toe Touch	Personal Behaviour during Game and Appreciating Strong Players

5-a-side Match

Steps to Learn

- Divide the players into groups of five each.
- Mark a small area of 30 by 40 yards.
- Use the cones to mark the goal area.
- A match will be played for 5 minutes each. The team that wins the match will play the next round.



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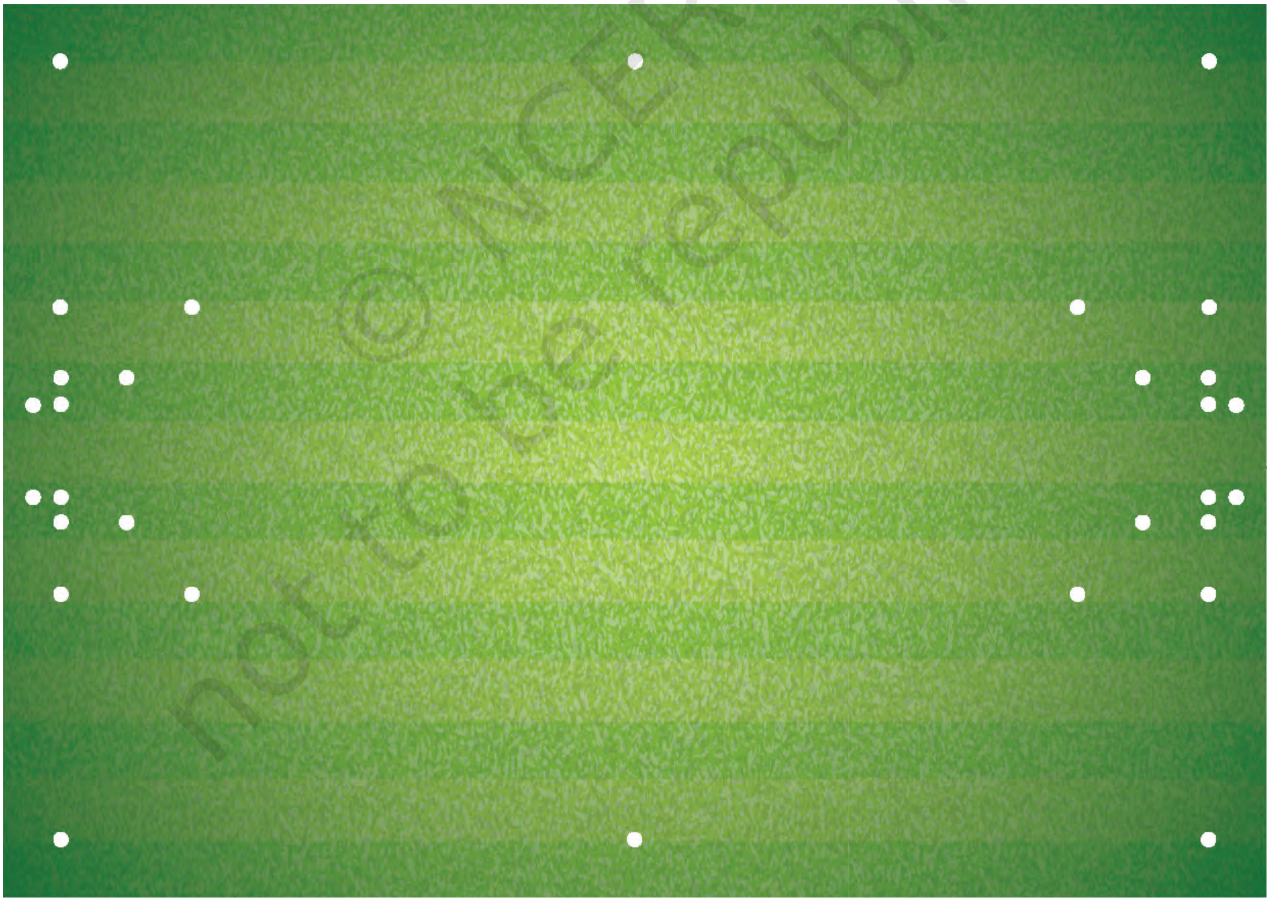
Circle Time – *Personal Behaviour during Game and Appreciating Strong Players*

Discuss how goal scorer dribble and what thought appeared in your mind when someone tackled ball from your possession.

Below is a puzzle to create a football ground - explore the rules and measurements as per the guidelines of the international body and adopted by the national federations.

Complete the following task

- Mark the court by joining the dots in the figure below.
- Find out the courts dimensions for junior boys and junior girls and label it.
- Find out the basic rules of Football and discuss them with your peers.



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Teacher-Assessment

Passing and receiving the ball while looking at the partner

1	2	3	4	5
The student tries to spot the teammate while learning how to pass and receive the ball.	Can pass and receive the ball, but occasionally have trouble with awareness and accuracy.	Student is getting better at passing and receiving while searching for a teammate.	Searches the field for options while making accurate passes, and receiving the ball.	Passes and receives with confidence and accuracy while keeping teammate's position in mind.

Dribble

1	2	3	4	5
Student is getting better at controlling the ball while dribbling.	Can dribble the ball but needs to work on awareness and control.	Can dribble fairly well and occasionally look up to check the field.	Can use both feet while keeping head up to make decisions and maintaining strong ball control.	Can use both feet to dribble with confidence and full control while keeping the head up.

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Goalkeeping

1	2	3	4	5
Student is learning the basics of goalkeeping, with a focus on positioning and simple saves.	Student is getting better at placement while being able to make regular saves.	Communicates with the defence, distributes the ball well, and handles the majority of shots with assurance.	Regularly makes difficult saves, controls the area during set pieces, and initiates attacks with well-placed strikes.	Excel in all aspects of goalkeeping, including shot-stopping, distribution, and leadership

Understanding Self-Distress

1	2	3	4	5
Student has trouble identifying feelings and hardly ever acknowledge their problem.	Occasionally becomes aware of the distress but finds it hard to pinpoint the reason.	Although having trouble controlling themself, student is aware of the distress and its causes.	Has a good understanding of their distress and can control emotions to some extent.	Successfully controls emotions and completely understands the reasons behind distress.

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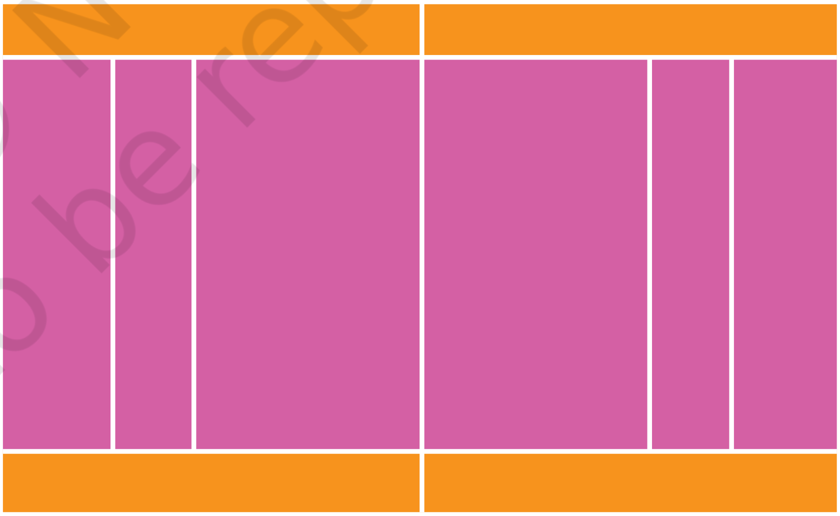
UNIT 5

Fundamental Skills of Sports

Kabaddi



Kabaddi is played between two teams, and the goal is to tag players. Players must touch opponents and return to their side of the court without getting caught. Kabaddi helps build strength, speed, and improves teamwork. It is a popular game in many countries and is also played in the Asian Games.

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Raiding Foot Work

Raiders perform offensive skills in the opponent's half to touch the defenders and score points for their team.

Warm-up	Skill	Cool-down	Circle Time
Jumping Jacks, High Knees, Butt Kicks, Jogging Drills	Raiding Foot Work	Hamstring Stretch, Calves Stretch, Crossed-leg Toe Touch	Footwork and Anticipation

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Raiding Foot Work

Steps to Learn

The primary aim of the raiding foot work technique is to prevent raider from defender and return safe after a raid to their own half.

1. **Stance**
   - Keep your feet apart in a parallel or diagonal position; body weight should be evenly distributed on both feet.
   - Keep your legs apart with knees bent, head held high, slightly leaning forward and elbows slightly bent and balanced.

2. **Execution**
   - Foot work movement is executed in different directions with agility, anticipation, orientation ability and skill.

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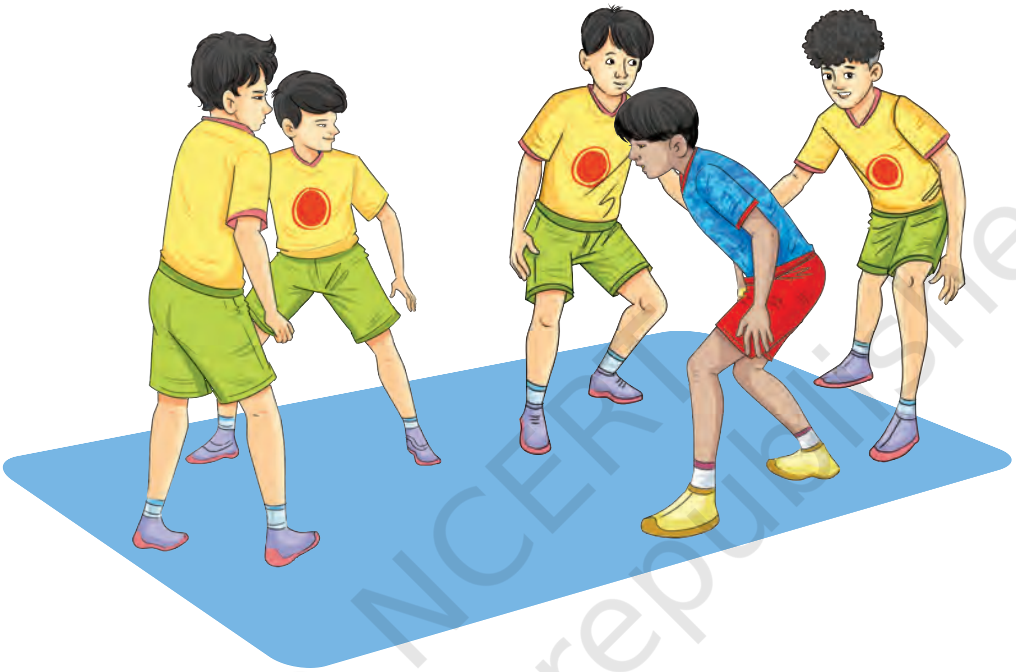
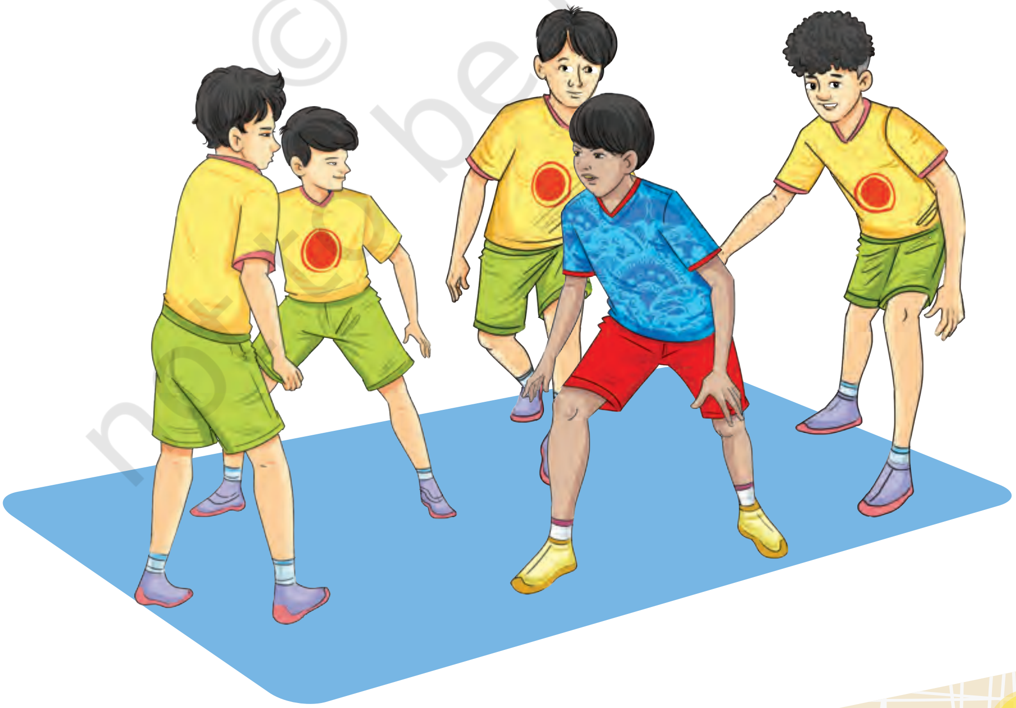
- It includes moving forward, sideward and backward randomly but with a purpose to tag a student.

3. **Follow Through**
   - After execution, regain body balance and change the direction of the body towards the mid line.





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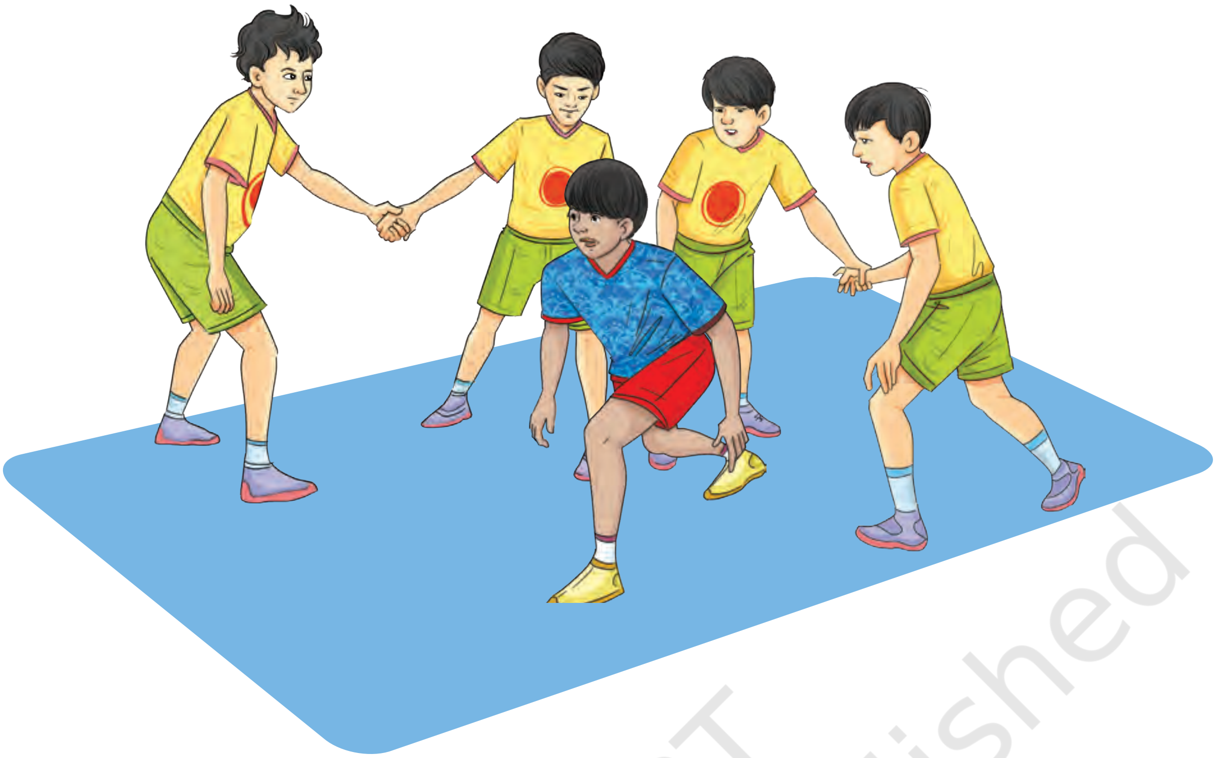

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Lead-up Activity

Mark two parallel lines of 30 feet each (9.15 m). Set up two blocks 30 feet apart, opposite each line. Keep two blocks on the other side of the starting line. The player will stand at the starting line opposite the blocks. The player will start running towards the blocks as fast as possible on the signal 'Ready? Go!'. They will pick up a block and return to place it behind the starting line, then run fast to pick up the second block, then run with it backwards across the line. The player who takes the minimum time to finish the activity will be the 'winner'.

Circle Time – *Footwork and Anticipation*

Discuss what type of footwork you used for quickly running to the opposite block, picking up the block, taking a turn and returning.

Pop Up

Types of Raid

- Leading Leg Raid
- Shuffling Leg Raid
- Natural Run Raid

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Hand Touch

Warm-up	Skill	Cool-down	Circle Time
Wrist Rotation, Shoulder Exercise, Jogging Drills	Hand Touch	Chest Stretch, Shoulder Circles, Cross Body Shoulder Stretch	Reaction Time, Movement Time and Memory

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Hand Touch

Steps to Learn

The primary aim of the hand touch technique is to touch a defender and return back to their own half of the court after a successful raid.

1. **Stance**
   - Stand in a diagonal or parallel position.
   - The leading leg toe should be pointed towards the target and the rear leg toe slightly diagonal towards midline with bent knees.
   - The executing hand should be free for touch and the eyes should be towards the target.

2. **Execution**
   - Fix the target and move towards the target - variation of the hand movement.
     - Vertical or Diagonal on covers and corners.

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– Sideward swing on wings and supporter.
– Sideward to forward on the chain in front.
– Sideward to reverse on the defense who is covering the rear.

2. **Follow Through**

- After execution regain body balance and change the direction of the body towards the mid line.

Lead-up Activity

Make two teams (Team A and Team B) and ask the teams to stand away from the 10-metres line, keep a small ball in the centre of both lines. Every player is given a chest number (same number for both teams). When a number is called out, one player from both sides runs in and tries to take the ball placed in the centre to their side using hands only. The team that succeeds to score a point will be declared the winner.

Note for the teacher

- The teacher should give different activities for the development of reaction and movement time, for example ruler drop.

Circle Time – *Reaction time, Movement time and Memory*

What did you do to remember your chest number and remain focused for the call?

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Toe Touch

Warm-up	Skill	Cool-down	Circle Time
Ankle Rotation, Toe Walk, Lunging	Toe Touch	Ankle Stretch, Calf Muscles Stretch, Thigh Muscles Stretch	Eye-foot Coordination

Toe Touch

The primary aim of the Toe Touch technique is to touch a defender and return to their half of the court after a raid.

Types of Toe Touch:

- Toe touch on same stance.
- Taking one step back and toe touch.
- Running toe touch.
- Dragging back and toe touch.
- Feinting and toe touch.

Steps to Learn

1. **Approach**
    - The raider has to settle to reach the target by taking one step back or by dragging back.
    - Stance of the body may be parallel or diagonal.
    - Body weight should be shifted from the leading leg to the rear leg.
    - Body should be in crouch position leaning towards the midline.
    - Knee and ankle joint should be in extended position.
    - Arms should be flexed and free.

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DID YOU KNOW?

Baulk line is a marker on the court, positioned 3.75 metre from the midline, and a rider must cross this line for a raid to be considered valid.

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2. Execution

- Leg movements during the attack should be straight or diagonal or in curvature.
- Forward movement of executing leg, rushing towards the midline in bending position.

3. Follow Through

- After execution, regain body balance and change direction of body towards the mid line.
- The movement of leading leg toe should be towards the mid line while returning.
- The upper body should be in crunch position and the player should rush towards the midline.

Lead-up Activity

Draw four different shapes (triangle, square, circle, etc.) in the court. Every player has a chest number and when the number is called, the player will run to the baulk line. Just before the player reaches the baulk line, the teacher will randomly call out a shape. The player has to quickly run and toe touch the shape and return to the centre line. Each player will be given equal chances on the basis of time feasibility. The player with the minimum recorded time will be the winner. The remaining students will observe each raid very carefully.

Circle Time – *Eye-foot Coordination*

- Each student will discuss what was going in their mind when they were awaiting for the teachers call to callout the shape.
- Discuss which students used the movements suggested in the body movement and execution parts above.

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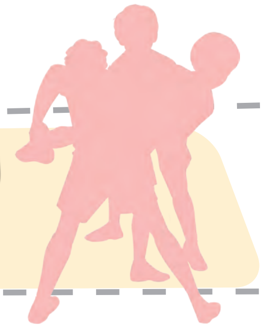
Kick



Warm-up	Skill	Cool-down	Circle Time
Leg Swings, Lateral Leg Kicks, Walking Lunges, High Knees	Kick	Hamstring Stretch, Standing Quad Stretch, Hip Flexor Stretch	Doing kicks differently

Kick

Kick is one of the major offensive skills in Kabaddi used by the raider. The primary aim of the kick technique is to touch a defender with a leg and return back to their own half of the court after a raid.

Steps to Learn

1. **Approach**
   - Approach depends upon variation of the target and the distance to be covered.
2. **Stance**
   - Stance should be diagonal or parallel.
   - Maintain stability on rear leg.
   - Shoulder line towards the mid line.
   - Upper body to be in crouch position.
   - Arms flexed and relaxed to balance the body.
3. **Execution**
   - Kick without flexing the knee joint, keeping in mind distance and position of the target.
   - Rear leg in pivot position.

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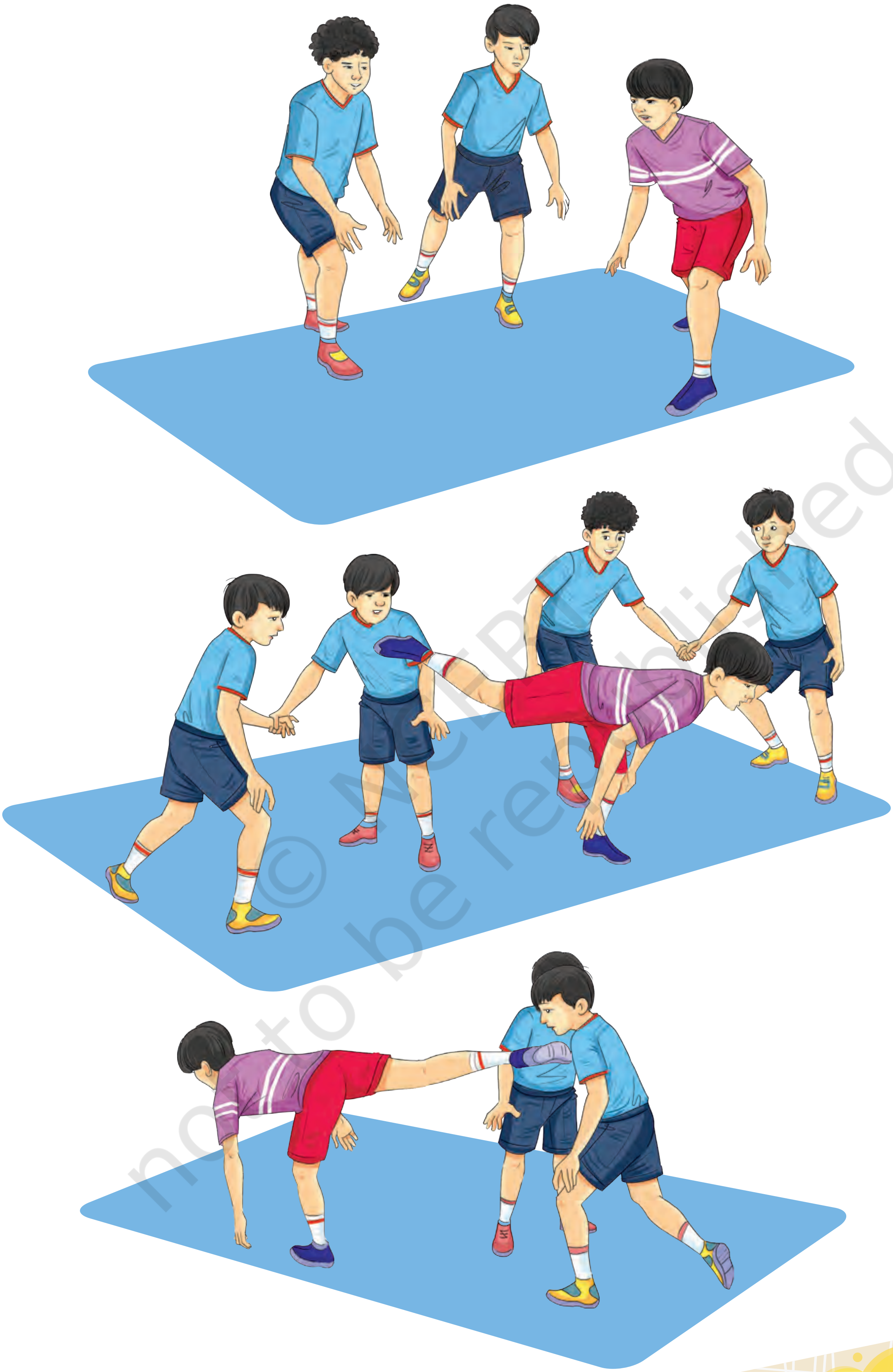

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4. Follow Through

- After executing the kick, bring the kicking leg forward immediately, to avoid catches by defenders.
- Move in bending position towards midline to avoid covers and chain.

5. Variation

The following types of kicks can be used as variation:

- Back kick
- Side kick
- Roll or Curve kick

Lead-up Activity

Make two teams stand with their arms extended at the corners behind the bonus line. Both teams will line up in opposite sides of the court; first player will start at the whistle. The objective is that all team members will take turns to go to the opposite court, kick the extended arm and return in minimum time. The team that finishes first will be the winner.

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Circle Time – *Using different kicks*

- How has the raider added variation to kick in order to improve the performance?

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DEFENSIVE SKILL

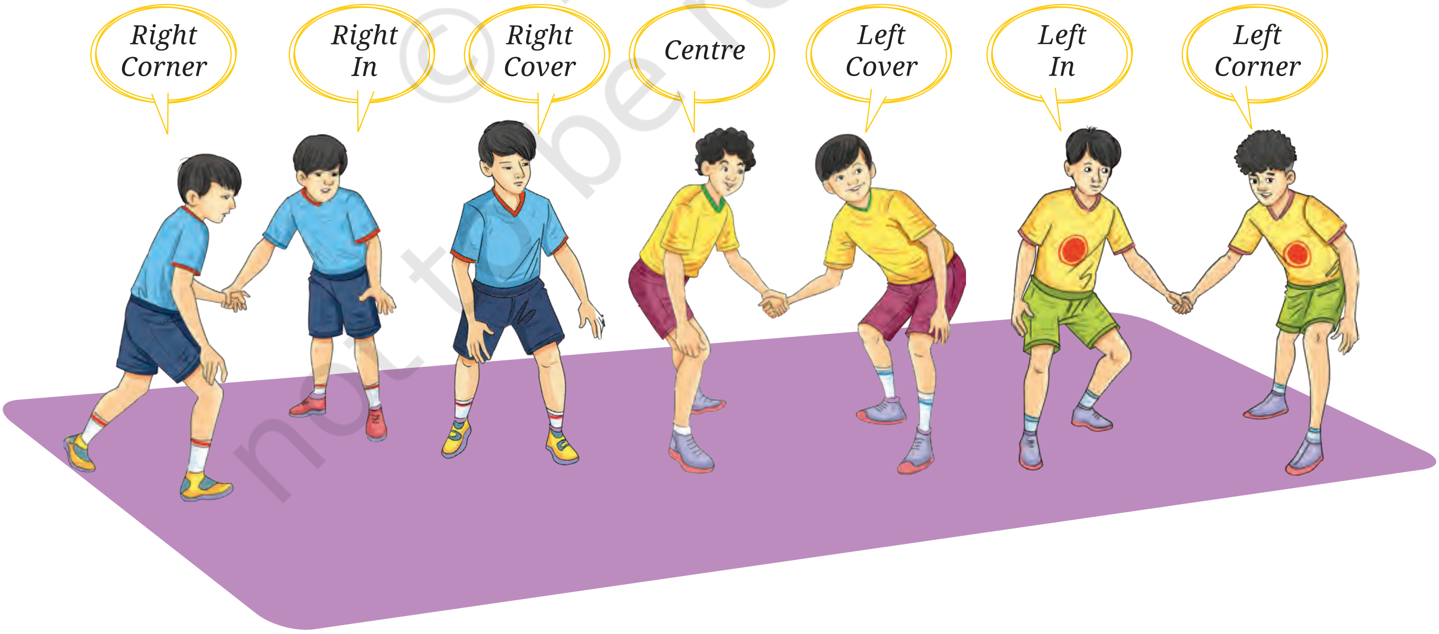
Some defensive positions are given below:

Corners – The players of the team stand on the extreme right and left corner on the kabaddi court. The responsibility of the corners is to initiate tackles. When the left raider is in action, the right corner is in prime position to initiate any attack and vice versa.

Centre – Centre player plays in centre position. The raider of the team mostly stands in the centre position.

Ins – The ins are positioned between the corners and the covers. One of the major responsibilities of the 'in' is to protect the corner defender from going into the lobby or out of the court. The ins are generally the raiders of the team and also help in defense such as catching the raider.

Covers – The defenders positioned between the ins and centre are known as the covers. Generally, the teams position their all-rounders in this position.



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Ankle-hold

Warm-up	Skill	Cool-down	Circle Time
Trunk Twist, Sideward and Forward Lunges, Burpees, Push-ups	Ankle-hold	Triceps Stretch, Shoulder Stretch, Hamstring Stretch, Calf Stretch	Reaction Time

Ankle-hold

The primary aim of the defensive ankle hold technique is to catch the attacker in such a way that the raider loses their breath of 30 seconds in the defensive court during a raid.

Steps to Learn

1. **Body Position**
   - Wider stance
   - Upper body slightly inclined towards the raider.
   - More body weight on the leading leg and pointed towards the raider.
   - Knees slightly flexed to balance.
   - Hands should be free.
   - Eyes on the target.
2. **Approach**
   - Before going in for ankle hold, the defender should observe the raider's foot, and anticipate the next movement of the raider's footwork.
   - Bend the upper body towards the raider's leg completely by bending the leading leg, at the same time bringing both hands towards the raider's ankle.

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3. **Execution**

- The inner hand should be placed on the joint of the raider's ankle, other hand supporting a firm grip on the ankle of the raider.

4. **Follow Through**

- Once the raider is caught, the defender should maintain stability and firm grip, lift the raider up towards the inner shoulder or pull by taking the leading leg back, shifting the body weight backwards or taking small steps towards the end line.

Lead-up Activity

Draw four different shapes in the court and place four defenders just behind the shape. Every player has a chest number and when the number is called out, the player will run to the baulk line. Just before the player reaches the baulk line, the teacher will randomly call out a shape. The student has to quickly run and toe touch the shape while the defender will try to ankle hold at the time of toe touch. The aim of the player is to return safely while the defender ankle-holds. One point will be awarded for every ankle hold. Each defender will get equal chances.

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Circle Time – *Reaction Time*

- Each defender will discuss what was going on in their mind when the student was approaching the for toe touch.
- Discuss which defenders used the right method to ankle-hold as suggested in the body position and execution parts above.

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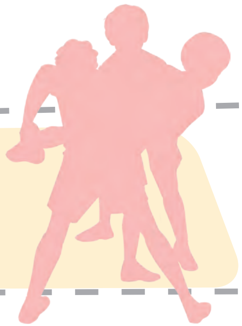
Thigh-hold



Warm-up	Skill	Cool-down	Circle Time
Forward Lunges, Backward Lunges, Jumping Jacks	Thigh-hold	Hamstring Stretch, Calf Stretch, Crossed-leg Toe Touch, Torso Twist	Grip Strength

Thigh Hold

The primary aim of the defensive thigh-hold technique is to catch a raider in such a way that the raider loses their breath of 30 seconds in the defensive court during a raid.

Steps to Learn

1. **Body Position**
    - Optimum diagonal stance.
    - Leading leg toe should be towards the front lobby.
    - Rear leg toe should be towards the end line.
    - Leading leg and rear leg knee slightly bent.
    - Eyes on the target.
    - Upper body slightly inclined towards the raider.
2. **Approach**
    - Before going in for thigh-hold, the defender should observe the raider's foot. After analysing the path of the raider, the defender should anticipate the next movement of the raider's footwork.

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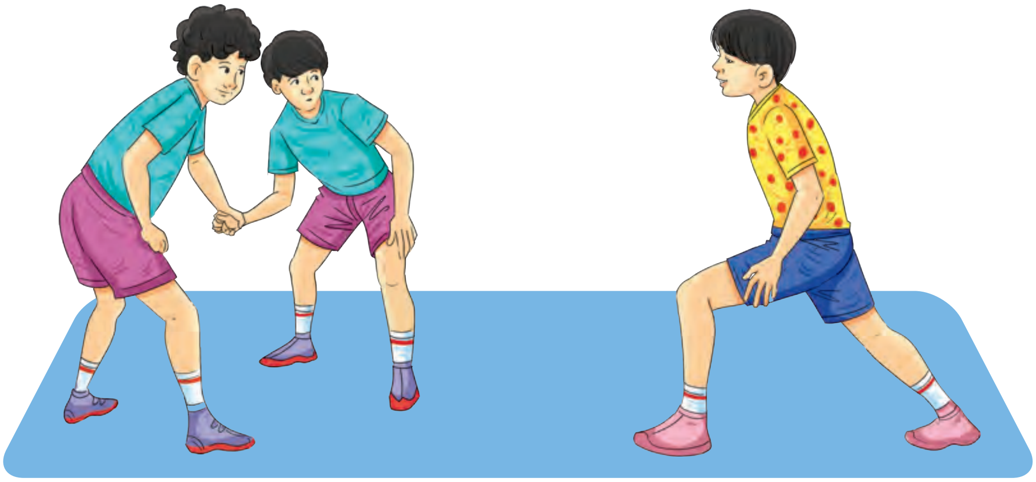

- Slightly bend the upper body towards the raider's hip joint.
- Place the shoulders in line of the hip joint of raider.
- Defender's leading leg should be placed between the raider's stance.

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3. **Execution**

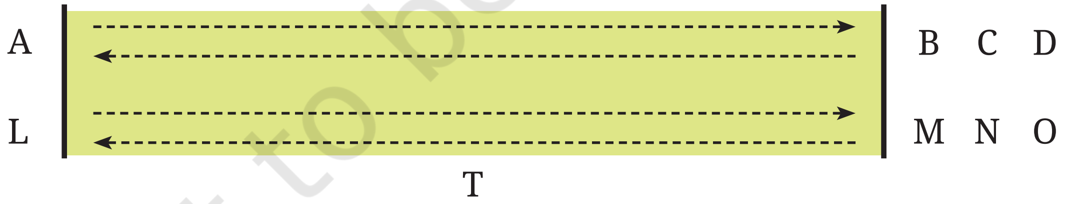
- After reaching the lower limbs of the raider, the defender should encircle the thigh of the raider with the elbow grip.
- Inner hand should be placed below the knee joint of the raider.
- Put the shoulder on the hip joint of the raider.

4. **Follow Through**

- Once the raider is caught, the defender should maintain stability with firm grip and the raider's direction should be changed towards the end line.

Lead-up Activity

Two teams are divided into four students each with varied weights. One player from each team will start at the signal from the teacher, lift their teammate by holding the other players thigh, and then bring the lifted student towards the starting point and again return to bring another player of the team. The drill of both teams will be completed when the last player is lifted to the starting point. The team which will reach first with their last player will win and the same can be repeated by other player.



Circle Time – *Grip Strength*

- Identify the differences in lifting partners of varied weight. Does changing the holding grip change the feeling in lifting your partner?

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Knee-hold

Warm-up	Skill	Cool-down	Circle Time
Deep Squat, Single Leg Squat	Knee-hold	Quadriceps and Hamstring Stretch	Proper Technique

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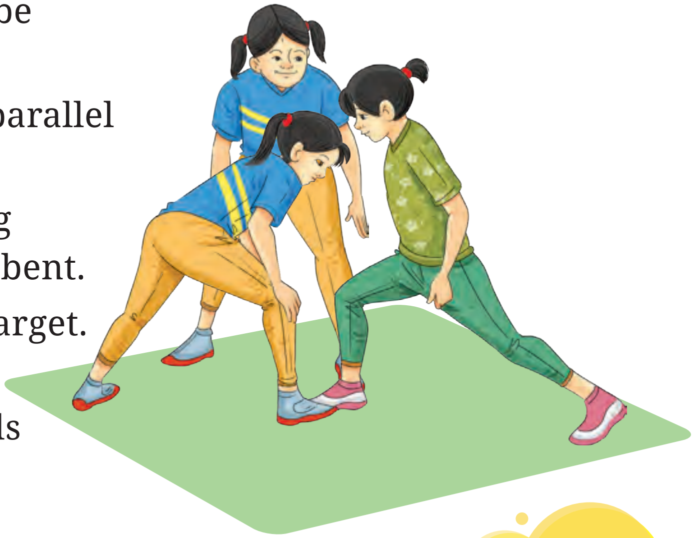
Knee Hold

The primary aim of the defensive knee hold technique is to prevent the raider from escaping or returning to their own half of the court after a raid. Knee hold is similar to the thigh hold. Knee hold is a tactic generally used by the second supporting student.

Steps to Learn

1. **Body Position**
   - Optimum diagonal stance.
   - Leading leg toe should be towards the lobby.
   - Rear leg toe should be parallel to the end line.
   - Leading leg and rear leg knee should be slightly bent.
   - Eyes should be on the target.
   - Upper body should be slightly inclined towards the raider.



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2. **Approach**

- Before going in for knee hold, the defender should observe and judge the raider's foot movement, and should anticipate the next movement of the raider's footwork.
- Bend upper body towards the raider's knee joint.
- Place both hands in line of the knee joint of the raider.
- Defender leading leg should be placed sideward of the raider's knee to be hold.

3. **Execution**

- After reaching the lower limbs of the raider, the defender should encircle the knee of the raider with the elbow grip, wrist grip or palm grip.

4. **Follow Through**

- Once the raider is caught, the defender should maintain stability with firm grip and the defender should pull the raider towards the end line.

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Lead-up Activity

Rules to be followed while playing kabaddi are:

- The raider can only use the hand touch technique to tag the defender.
- The defenders can only do knee-hold to restrict the raider from scoring a point.
- Ensure each defender will get ample opportunity to do knee-hold.

Circle Time – *Proper Technique*

- Discuss which defenders used the right method to catch and hold as suggested in the body position and execution parts above.

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Wrist-hold

Warm-up	Skill	Cool-down	Circle Time
Wrist Rotation, Palm Stretching, Shoulder Rotation, Jumping Jacks	Wrist-hold	Palm Stretch, Cross Body Shoulder Stretch	Reflex and Strategy

Wrist-hold

The primary aim of the wrist hold technique is to prevent the raider from escaping or returning to their half of the court after a raid so that the defending team can gain points.

Steps to Learn

1. **Types of wrist-hold**
    - Holding the wrist from above
    - Holding the wrist from below
2. **Approach**
    - Before going in for wrist-hold, the defender should observe, focus and judge the raider's hand movements.
    - The defender should be in free and relaxed position without holding the chain.
    - The defender palms in a cup shape with the thumb finger apart and the rest of the fingers close together for a firm grip.
    - The defender should lean slightly forward.

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3. Execution of wrist-hold

- Take a firm grip of the raider's wrist as soon as he is in the reach.
- The defender should take the support of the other hand immediately and pull the raider towards end line for proper follow through.
- The raider's movement should be countered by the defender's body weight.

Lead-up Activity

The player hold the wrists of one another and pull in the opposite direction. This can be done from the midline to the buck lane as a competitive drill.

Circle Time – *Reflex and Strategy*

Discuss the appropriate defensive skill for the following:

1. Hand Touch
2. Toe Touch
3. Kick

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Waist-hold

Warm-up	Skill	Cool-down	Circle Time
Leaping and Skipping Jumps Hip and Pelvic Muscle Stretch	Waist-hold	Bow Pose, Cross-body Shoulder Stretch, Crouch Leg Stretch	Holding Grip

Waist-hold

Steps to Learn

1. **Body Position**
    - Optimum diagonal stance
    - Defender should completely cover the raiders outer shoulder from behind
    - Knee bend
    - Chin up and eyes on the target

2. **Approach**
    - Before going in for waist-hold, defender should observe the raider's foot and anticipate the next movement of raider footwork.
    - Skip forward or take one step forward to cover raider's back with balance and wider stance position
    - Bend upper body towards the raider.

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3. Holding and Execution

- There should not be any gap between raider and defender position.
- Use free hand to encircle the raiders waist from the outer shoulder.
- Inner hand should be used to make a firm grip.

4. Follow Through Action

Once the raider is caught, prime motive of defender is to stop the raiders approach towards the mid line. For this defender should maintain firm grip and can apply any of the follow through according to need and situation

- Raider should be dragged towards the end line
- Lift raider towards the end line
- Defender can change direction of hold from back to front of the raider
- Defender can fall back or roll back holding the raider

Lead-up Activity

All the player will be asked to hold the trunk of the player in front and form a train. A single player who is in front of the train is the opponent, who will try to touch the last player (compartment) to put him out. All the player will try to guard the last player by moving away from the opponent's attack without breaking the waist hold. If the player is put out, she will change her position and the game will resume.

Circle Time – *Holding grip*

Discuss the grip of holding the opponent so that they are not able to move or touch the last student in the train.

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Chain-hold

Warm-up	Skill	Cool-down	Circle Time
Frog Jump, Chest and Back Stretch	Chain-hold	Overhead Arm Stretch, Torso Twist, Crossed-leg Toe Touch	Safety Measures

Chain-hold

The primary aim of the chain hold technique is to prevent the raider from escaping or returning to their own half of the court after a raid, so that defending team can gain points.

Steps to Learn

1. **How to form the chain?**
   - Hold either the wrist or a palm of the other player to form a chain while forming a grip.
2. **Approach**
   - Form the chain: Chain should be formed with the help of the supporting students.
   - Cover the path and outer shoulder of the raider and observe the path and attack of the raider very carefully in order to anticipate the movement.
   - Maintain the grip while approaching the raider.
3. **Stance**
   - Stance must be wide.
   - Shoulder of the player involved in chain must be parallel and close to each other.

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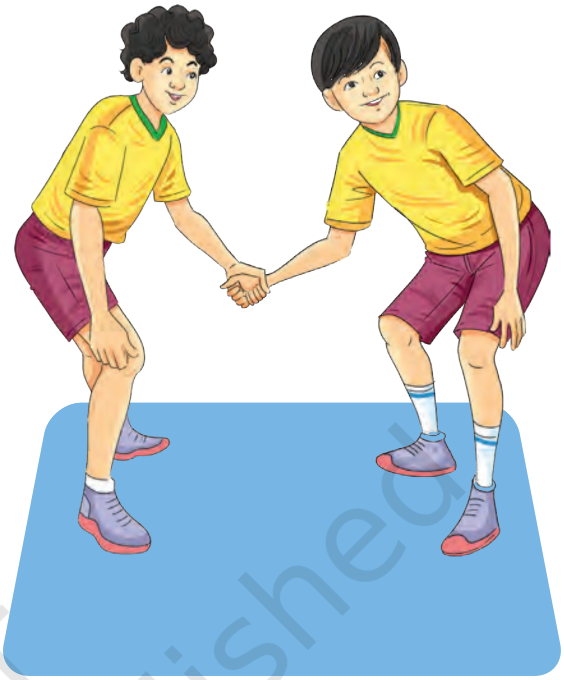
- Grip should be firm in formation of chain.
- Position your head towards the line of attack of the raider.

4. **Execution**
   - Defender involved in chain formation will come close to the raider and cover the raider.
   - Chain should be placed on the abdominal region of the raider.
   - The other hand opposite to the chain formation will be used as support to lift the raider from holding the thigh from behind.



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5. **Follow Through**

Two methods are used in follow-through action:

- Lifting the raider at the same spot by taking the wider stance.
- Change the direction of the raider by pushing him away from mid line with the chain.

Lead-up Activity

Form two teams. Line up both the teams facing each other at a distance of six metres approximately. One player from each team will come in the centre and will lock elbows with each other. Both player will sing one to two lines of any folk song while moving in a circle. As the first round ends, both the players will try to pull each other towards their own side. The player that successfully pulls the other player towards their side earns one point. Repeat the process until everyone gets their turn.

Circle Time – *Safety Measures*

Discuss a set of instructions on avoiding head collision during chain-hold.

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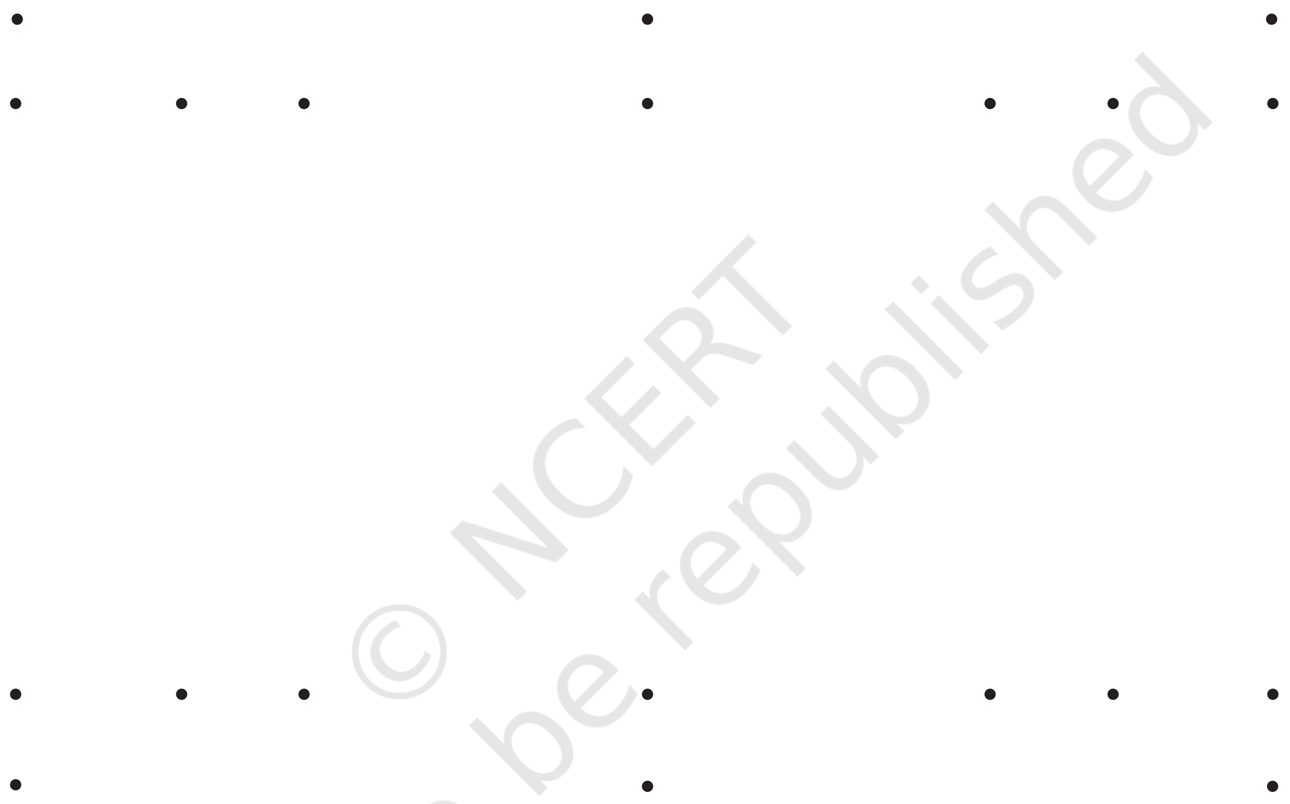
Complete the following task

- Mark the court by joining the dots in the figure below.
- Find out the courts dimensions for junior boys and junior girls and label it.
- Find out the basic rules of Kabaddi and discuss them with your peers.



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Teacher-Assessment

Touch (Hand Touch and Toe Touch)

1	2	3	4	5
Student is learning how to balance while attempting to touch with hands and toes.	Student can do simple hand and toe touches but have trouble with speed and precision.	Occasionally avoids defenders and perform hand and toe touches with respectable control.	Student is agile and aware on how to make rapid, calculated touches.	Confidently makes accurate hand and toe movements, avoiding opponents with agility and planning.

Hold (Ankle Hold, Knee Hold and Thigh Hold)

1	2	3	4	5
Student is getting better at controlling grip on the raider's leg, knee, or ankle.	Tries holds, but occasionally have trouble with timing and grip strength.	Using holds with respectable strength and skill the student slowdowns the raider.	Successfully halts the raider with powerful, well-timed holds.	Uses strategy and control to secure the raider with strong, accurate holds executed with assurance.

Hold (Wrist Hold and Waist Hold)

1	2	3	4	5
Student is becoming better at controlling grip on the raider's waist or wrist.	Tries waist and wrist holds, but needs to improve timing and grip strength.	Using holds with respectable strength and skill the student makes it difficult for the raider to get away.	Successfully halts the raider's movement with firm, well-timed holds.	Executes solid, well-planned holds with assurance, keeping the raider from getting away.

Understanding Self-Distress

1	2	3	4	5
Student has trouble identifying feelings and hardly ever acknowledge their problem.	Occasionally becomes aware of the distress, but finds it hard to pinpoint the reason.	Although having trouble controlling themself, student is aware of the distress and its causes.	Has a good understanding of their distress and can control emotions to some extent.	Successfully controls emotions and completely understand the reasons behind distress.

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UNIT 6

Yoga

Yoga is an ancient practice designed to harmonise the body and mind. This unit will introduce and guide you through yoga for holistic development, emphasising the practical application of the eight limbs of yoga to achieve both physical health and mental well-being. We will explore how consistent yoga practice can foster self-awareness, discipline and ethical conduct, ultimately empowering students to become more responsible and compassionate individuals.

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About *Yoga*

In the Grade 6, we learnt that the word 'Yoga' is derived from the Sanskrit root '*Yuj*', meaning 'to join' or 'to unite' or 'to integrate.' It is the union of body, mind and the inner self. Yoga brings balance, harmony and a sense of oneness within us and the world around us.

Yoga helps us to grow in many ways physically, mentally, emotionally and socially. Practising yoga regularly builds a stronger body, a calmer mind and more balanced emotions. This inner harmony helps us become better students, loyal friends, responsible family members, and citizens of the nation. It is necessary to maintain a consistent Yoga practice to handle life's challenges with balance and focus.

Each section in this unit will enhance your understanding and practice of yoga. We will start with an introduction to yoga for holistic Development. Then learn about *Yama*, *Niyama* and their applications in our daily lives; *Sūkshma Vyāyāma* (joint movements), *Śithalīkarana vyāyāma* (dynamic practices), *Sūrya Namaskāra*, *Āsana* (postures), *relaxation*, *Mudras*, *Kriyas*, *Prānāyāma* (regulation of breath), *Pratyāhāra* (mastery over senses), *Dhārana* (concentration,) *Dhyāna* (meditation) and *Krīdā Yoga* (Yoga games).

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Yoga Session Structure

Begin your yoga session with the prayer given on next page. Through this prayer, we honour the bond between students and teachers. Together, they ask for divine guidance, protection and wisdom. They also wish for peace for everyone, everywhere.

General instructions to begin and end a Yoga session

- Sit comfortably in *Sukhāsana* with your spine, neck and head straight.
- Close your eyes, relax your face and bring your awareness to your breath.
- Place your hands in *Chin Mudra*. Observe your breath for a few moments. Then, take a deep and slow breath. As you exhale, gently chant "*Om.*"
- Gently place your hands in *Namaskāra Mudra* and chant prayer given in the following page.
- Notice how you feel after chanting *Om*.
- Gently rub your palms together, place them over your closed eyes and then slowly open your eyes to the warmth of your hands.

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Opening Prayer	
ॐ सह नाववतु। सह नौ भुनक्तु। सह वीर्यं करवावहै। तेजस्वि नावधीतमस्तु मा विद्विषावहै। ॐ शान्तिः शान्तिः शान्तिः॥	*Om Saha Nāvavatu.* *Saha Nau Bhunaktu.* *Saha Viryam Karavāvahai.* *Tejasvi-Nāvadhitamastu Mā Vidvisāvahai.* *Om Śāntih Śāntih Śāntih.*

Meaning of the Prayer

May we both (*Guru* and *Śiśya*) be protected. May we both be nourished. May we practice with great vigour and energy. Let our studies be fruitful and enlightening. May we not hate each other.

After the opening prayer, follow the session plan for various yogic activities. These activities include *Yama* and *Niyama, Sūkṣma Vyāyāma, Śithilīkaraṇa Vyāyāma, Āsanas, Prāṇāyāma, Pratyāhāra, relaxation, Dhāraṇā, Dhyāna,* and *Krīḍā Yoga.*

End each yoga session with the closing prayer given below. This prayer helps students absorb the knowledge and reinforce the day's learning in a positive and joyful way.

Closing Prayer	
ॐ सर्वे भवन्तु सुखिनः सर्वे सन्तु निरामयाः। सर्वे भद्राणि पश्यन्तु मा कश्चिद्दुःखभाग्भवेत्। ॐ शान्तिः शान्तिः शान्तिः॥	*Om Sarve Bhavantu Sukhinah* *Sarve Santu Nirāmayāh.* *Sarve Bhadrāni Paśyantu* *Mā Kaśhcidduhkhabhagbhāvet.* *Om Śāntih Śāntih Śāntih.*

Meaning of the Prayer

May all be happy. May all be free from illness. May all see what is auspicious. May no one suffer. Let there be peace everywhere.

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Chapter 1

Yoga for Daily Life

In this chapter, we will explore different ways to integrate yoga into our daily routines. To incorporate yoga into our daily routine, it is necessary to practice 'Yoga in action' (*Karma Yoga*), as taught by Shri Krishna in the *Bhagavad Gita*. The *Bhagavad Gita* defines yoga as '*Yogaḥ Karmasu Kauśalam* (2.50),' which means 'Yoga is skill in action.' This means doing our tasks in a relaxed and focused way to get the best results.

Think about a Kho-Kho player. They are not just running fast; they are also incredibly calm and focused, even when the game gets intense. That is a lesson for all of us. Whether we are studying, playing a sport, or learning a new skill, it is not just about working hard and stressing out. It is about staying calm, focusing our attention and truly enjoying the process.

Sri Aurobindo highlights that yoga is about overall personality development at the physical, mental, intellectual, emotional and spiritual levels. It is about growing in all areas of life.

Imagine a big tree. For it to be strong and healthy, all its parts—roots, trunk, branches and leaves—must grow together. Similar to this, we must grow in all facts of life to achieve balance and strength.

How can we grow in different aspects and achieve holistic development?

Yoga helps us understand the connection between our body, mind, and inner self. Similarly, in *Pancha Kosha* (पंच कोष)

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explained in the *Taittiriya Upanishad*, talks about the five layers of our existence, much like the layers of an onion. These layers are body, energy, mind, wisdom and bliss. Various Yoga techniques help nurture each of these layers, enhancing our overall well-being.

Let us understand each *Kosha* and its role in holistic development. The *Pancha Kosha* framework helps us understand ourselves better. It gives us insight into both our inner and outer worlds, helping us become more self-aware, empathetic and purposeful.

1. *Annamaya Kosha* (Physical Sheath)

This is the outermost layer, which is our physical body—the part we can see, touch and feel. It's made from the food we eat. Playing sports, running, eating healthy food, occasional fasting, living with nature and sleeping well are the ways to make us healthy. Yoga postures help strengthen and balance our physical body. Just like a plant needs water and sunlight to grow, our body needs food, exercise and rest to stay healthy.

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2. *Pranamaya Kosha* (Energy Sheath)

Our bodies have layers, and the one just under our skin is called the *Pranamaya Kosha*. This layer is powered by '*Prana*,' our life energy, which we get from breathing. *Prana* is like invisible rivers inside us, helping our lungs, heart and everything else work together. Breathing connects us to the air and the earth, giving us energy. We can strengthen our Prana with special exercises like *Prāṇāyāma*, *Mudra*, and *Kriyā*, helping us feel strong and healthy.

3. *Manomaya Kosha* (Mind Sheath)

This layer is about our thoughts, feelings and perceptions. It is where our emotions and desires come from. It includes what we think, how we feel, and how we react to things. Activities like meditation, mantra chanting (japa), listening to music, singing, painting, and *Trataka* (focusing on a point) help refine this layer. A calm mind helps you solve problems, stay focused on tasks, and handle challenges easily. When you feel happy or sad, it's your *Manomaya Kosha* experiencing those emotions.

4. *Vijnanamaya Kosha* (Wisdom Sheath)

This layer helps us distinguish between right and wrong, good and bad. It is responsible for decision-making, knowledge, wisdom and understanding. Wisdom from this sheath helps us make the right choices, making us better students, friends, family members and responsible citizens of the nation. It also helps us understand our strengths and weaknesses and discover our life's purpose. When we learn something new at school or figure out what's right and wrong, it is our *Vijnanamaya Kosha* at work. Think of it as the map that helps us navigate life.

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5. *Anandamaya Kosha* (Bliss Sheath)

This is the innermost layer and the source of pure joy or bliss. Think about how peaceful and happy you feel when playing with your pet, sitting quietly in nature, pursuing your hobbies, singing and listening to songs, helping others, or contributing to society. That deep sense of contentment and joy comes from the *Anandamaya Kosha*.

Understanding the five koshas shows us how interconnected we are. Yoga is a tool to nurture and balance all these sheath. By practicing yoga daily, we can improve our focus in school, excel in sports, enjoy our hobbies, and thrive in learning music or art and hence allowing us to reach our full potential in everything we do.

To achieve all-around development, we need to follow a systematic way of practice. *Mahashri Patanjali* has created this process known as *Ashtāṅga Yoga*.

Yama	Social discipline and ethics
Niyama	Personal discipline
Āsana	Physical postures
Prāṇāyāma	Regulation of breath
Pratyāhāra	Mastery over senses
Dhāraṇa	Concentration
Dhyāna	Meditation
Samādhi	State of ultimate joy and bliss

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Activity

My Daily Yoga Plan to strengthen the *Panchakosha*

Create your own daily yoga plan:

1. *Annamaya Kosha*: Write one Yoga posture that you will practice each day.

   ....

2. *Pranamaya Kosha*: Choose a *Pranayama* that you will do daily.

   ....

3. *Manomaya Kosha*: List a simple mindfulness activity like *japa*, chanting of *mantra*, *trataka*, etc. that you would like to practice to be calm and focused.

4. *Vijnanamaya Kosha*:

   (a) Imagine your self in the future. What kind of person do you want to be, and what skills, values and qualities will help you get there?

   (b) What small things you do today to start becoming that person?

5. *Anandamaya Kosha*: What gives you a moment of joy—listening to birds, spending time with friends, helping your dear ones, playing with pets, sharing, etc.? Prepare a collage of activities that bring you joy.

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Note for the teacher

- Explain to students how yoga can nourish and balance the *Panchakosha* through *asanas*, *pranayama*, and meditation.

Yama and Niyama

Yama and *Niyama* are golden rules for a balanced and fulfilling life. Just as we follow rules in school, these guidelines cultivate personal growth and harmonious relationships. *Yama* refers to moral principles guiding our behaviour with others, making us more kind, honest and responsible human beings.

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Five *Yamas*

1. *Ahimsa*: Being kind to all living beings.
2. *Satya*: Always telling the truth and being honest.
3. *Asteya*: Not to take things that belongs to others.
4. *Brahmacharya*: Having self-control.
5. *Aparigraha*: Not being greedy.

Niyama

Niyama are personal habits that help us to take care of ourselves and transform us into better persons. By following *Niyamas*, we can overcome our limitations.

Five *Niyamas*

1. *Sauhca*: Cleanliness
2. *Santosha*: Being happy and content with what we have.
3. *Tapas*: Self-discipline and determination to achieve.
4. *Swadhyaya*: Self-study.
5. *Ishwara Pranidhana*: recognising the divinity.

In this grade, let us learn about *Ishwara Pranidhana*. one of the *Niyamas*, It is about recognising the divinity within our self and surrendering to it.

Ishwara Pranidhana is also about seeing our body as a temple and offering everything we do to the divine within us. Our senses, actions, breath, and even our happiness are all part of this offering. It's about recognising the sacredness inside and around us and being grateful to it.

Divinity in all

We usually think place of worship and prayer rooms are sacred. But yoga teaches us that everything is sacred. *Pranidhana* means seeing the divine in everything – nature, friends, family and even

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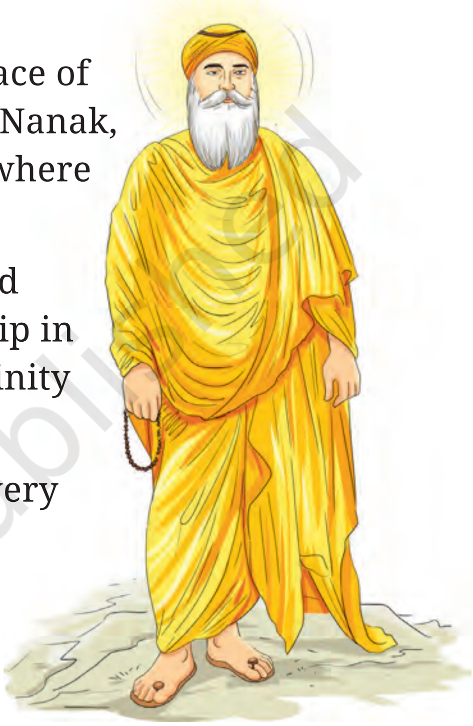
daily work. The story below gives us the message of finding divinity in all.

A Journey of Oneness

Guru Nanak was a great spiritual teacher who believed that God is everywhere. One day, he was on a pilgrimage to a holy city. Tired from the journey, he laid down to rest. A devotee saw Guru Nanak and was concerned.

"Your feet are pointing towards our holy place of worship," he said. "It's disrespectful." Guru Nanak, politely asked the devotee to place his feet where there is no holy place.



But no matter which way the devotee moved Nanak's feet, he still saw the place of worship in front of them. Then devotee recognized divinity of Guru Nanak and apologised to him.

This story shows us that for Guru Nanak, every place was divine. He believed that God is present in all directions, places and in all creations.

ACTIVITY

Different communities have different beliefs and traditions. Give some examples of how people perform rituals and explain the reasons behind their actions. For example, harvest festivals are celebrated to thank the Earth for food. It shows that Earth is alive and deserves our respect.

Note for the teacher

- Encourage the students to take a walk in nature. Let them notice the pretty things around them and understand how everything works together. For example a tree with birds and small animals on it.
- Students can keep a gratitude journal. Let them list five or more things they are grateful for everyday.

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Chapter 2

Yoga Sadhana

Namaste Young *Yogis*!

Let us delve deeper into the fascinating world of Yoga!

In the previous chapter, we learnt about *Yama* and *Niyama*. Now, let us learn and practice *Āsana* (postures), *Prāṇāyāma* (regulation of breath), *Pratyāhāra* (mastery over senses), *Dhārana* (focused concentration), and *Dhyāna* (meditation). We will also learn and practice breathing practices, *Sūkshṣma Vyāyāma*, *Śithalīkarana Vyāyāma*, *Sūrya Namaskāra*, and *Krīdā* yoga.

It is important to learn these practices under the guidance of the teacher at school and self-practice at home every day to get better. Regular practice (*Sadhana*) makes us stronger, focused, flexible and calm. By practicing this, we can improve our focus and stay calm during studies, sports and doing important tasks. So, let us take a deep breath and stretch ourselves and start this amazing journey.

Yoga is about feeling good! Always listen to your body while practicing and follow the general guidelines for Yoga.

General guidelines for practicing yoga

1. **Breathe normally:** Do not force deep breaths or hold your breath. Breathe normally through your nose.
2. **Be aware:** Pay attention to your breath, muscle stretch and relaxation while practicing.
3. **Stay focused:** Watch your teacher and follow instructions. Focus on your own posture.

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4. **Rest if unwell:** If you feel unwell (cold, headache, stomach ache, etc.), rest and ask your teacher for guidance.

Āsana Guidelines:

1. **Warm-up first:** Begin with warm-up exercises like *Sūksma Vyāyāma* and *Śithilīkarana Vyāyāma* to prepare your body and reduce the risk of injury.
2. **Practice on an empty stomach:** The best time is in the morning on an empty stomach. If practicing later, wait 2–3 hours after eating.
3. **Breathing:** Breathe naturally through your nose with slow, deep breaths.
4. **Wear comfortable clothing:** Choose loose, comfortable clothing and practice without shoes and socks.
5. **Avoid strain and over-stretching:** Listen to your body. If a posture feels painful, gently come out of it. Never push yourself too far.
6. **Focus on alignment:** Proper alignment is key. Pay attention to your posture to get the most benefit.
7. **Stay calm and focused:** Avoid talking during practice. Focus on each posture and how your body feels.
8. **Cool-down with relaxation:** After *Āsanas*, relax in *Shavāsana* or another relaxation posture to unwind.
9. **Be consistent:** Regular practice is better than occasional practice. Try to practice a little each day.

Prānāyāma Guidelines:

1. **Breathe naturally:** Always breathe through your nose. *Prāṇāyāma* should be natural and easy. If you feel dizzy, stop and inform the teacher.
2. **Sit comfortably:** Sit with your back straight and hands resting on your knees.

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3. **Start slowly:** Begin with a few minutes and build up slowly.
4. **Check with the teacher:** If you have respiratory issues like asthma or if you're feeling unwell, check with the teacher before practicing *Prāṇāyāma*.

Remember, Yoga is about gradual progress. Keep practicing and see how it transforms you.

SŪKSHMA VYĀYĀMA

Sūkshma Vyāyāma is a series of gentle exercises designed to loosen the joints, release tension and improve flexibility and strength. The term '*Sūkshma Vyāyāma*' comes from Sanskrit, where '*Sūkshma*' means 'subtle or micro', and '*Vyāyāma*' means 'exercise or movement'. These simple exercises are accessible to everyone with limited mobility, and beginners new to Yoga. They can be performed while sitting or standing.

Each movement should be sychronised with the breath, enhancing the flow of *Prāṇa* (vital energy) throughout the body. This helps eliminate energy blockages in the joints and improves coordination, self-awareness and a sense of well-being. This set of practices promotes deep relaxation and prepares the body and mind for practicing *Yogāsanas*.

In this grade, let's learn *Sūkshma Vyāyāma* for the fingers, wrists, elbows, shoulders and neck.

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Practice 1

Practice 2

Practice 3

Practice 4

Practice 5

Practice 1 – *Sūkshma Vyāyāma* for strengthening of the fingers: (*Aṅgulī Śakti Vikāsaka*)

Practice 2 – Strengthening of the wrist (*Maṇi Bandha Śakti Vikāsaka*)

Practice 3 – Wrist joint rotation clockwise and anti-clockwise (*Maṇi Bandha chakra*)

Practice 4 – Strengthening of elbows (*Kehuni Śakti Vikāsaka*)

Practice 5 – Strengthening of the shoulder joint (*Skandha Chakra*)

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General Guidelines for Conducting above practices stepwise

The instructions provided below outline the steps for all the *Sūkshma Vyāyāma* Practices. These same steps should be followed for all other practices as well.

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1. *Sūkshma Vyāyāma* for strengthening of the fingers: *(Aṅgulī Śakti Vikāsaka)*

Sthiti

Step 1

Step 2

Sthiti: *Vajrāsana* or *Sukhāsana*

Step 1: Raise both hands in front of the body at shoulder level.

Step 2: While inhaling, stretch your fingers.

Step 3: While exhaling, compress your fingers and form a fist with the thumb inside. This completes one round. (Repeat the practice 10 times).

Step 4: After completing the practice, place your hands on your thighs and relax in *Vajrāsana*.

Step 3

Step 4

Note for the teacher

- Encourage the students to do the practice with awareness and correct breathing patterns.
- Once students master these practices, other variations can be introduced.
- Refer Grade 4 and Grade 6 textbook for more Sūkshma Vyāyāma practices.

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Śithalīkarana Vyāyāma

Śithalīkarana Vyāyāma refers to a set of loosening exercises that prepare the body by building a solid foundation through increased flexibility, endurance and strength for intense Yoga practices. These exercises are designed to Warm-up the body and improve spinal flexibility by repeatedly stretching and relaxing different muscle groups. They also enhance joint mobility and circulation. *Śithalīkarana Vyāyāma* is often practiced at the beginning of a Yoga session to ensure that the spine and large muscles are adequately prepared for *āsanas*.

In this grade, let us learn the following loosening practices:

1. Bending forward, backward and sideways: Improves mobility and flexibility of the spine region.
2. Spinal twists: Gentle twists to stretch and relax the spine.

Practice 1

Forward-backward bending

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Practice 2

Side bending

Practice 3

Bending and twisting

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Practice 4

Twisting

GENERAL GUIDELINES FOR CONDUCTING *ŚITHALĪKARANA VYĀYĀMA* STEPWISE

The instructions provided below outline the steps for all the *Śithalīkarana Vyāyāma* Practices. These same steps should be followed for all other practices as well.

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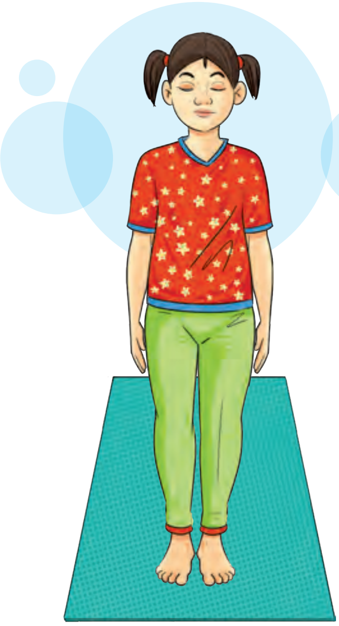
Practice 1

Forward-backward bending



Stithi: *Tāḍāsana*

Step 1

Step 2

Viśrānti: *Śithila Tāḍāsana*

Come to *Stithi*

Step 1: Keep your legs apart. While inhaling, bend backward.

Step 2: While exhaling, bend forward and swing your hands.

Repeat this practice 10 times.

Make sure not to bend your knees.

Relax in *Viśrānti*.

Note for the teacher

- Encourage the students to do the practice with awareness and correct breathing patterns.
- Once students master these practices, other variations can be introduced.

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Sūrya Namaskāra

In this grade, let us learn how to stretch, strengthen and rejuvenate our body and mind through the practice of *Sūrya Namaskāra*.

The Sun is important for life on Earth. It provides us with light and warmth, which are essential for plants to grow and for us to live. It is also a major source of Vitamin D, which helps our bodies stay strong and healthy. In many cultures, the Sun is seen as a symbol of power and knowledge. We can show our gratitude for the Sun by appreciating its life-giving energy and respecting its power.

Sūrya Namaskāra, is a series of Yoga poses performed in a sequence. It's a great way to greet the sun and start the day with positivity. *Sūrya Namaskāra* combines *Āsana*, *Prānāyām* and mantras. It's a complete workout for both body and mind. It also serves as an excellent warm-up for advanced Yoga practices or as a standalone routine for overall health and well-being.

Benefits of *Sūrya Namaskāra*

1. Strengthens muscles, improves flexibility and enhances cardiovascular health.
2. Stimulates digestion and metabolism.
3. Engages various muscle groups, building strength in arms, legs, core and back.
4. Boosts endurance and stamina, beneficial for athletes and overall fitness.
5. Aids in the smooth transition from childhood to adolescence by influencing hormones.

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6. Combined with mindful breathing, reduces stress and anxiety, promoting mental clarity and focus.
7. Enhances mood and reduces feelings of depression.
8. Aids in anger management, boosts self-esteem and supports academic achievement.

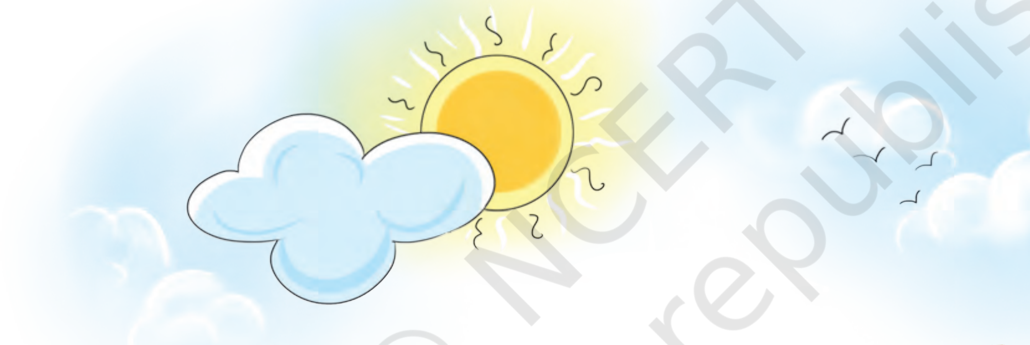
LIMITATIONS:

- Students with certain serious or chronic physical conditions, heart issues or fatigue should avoid the practice.

Step 1: *Pranamāsana*

Starting prayer for the practice

Adopt *Namaskāra* mudra and chant the prayer:



हिरण्मयेन पात्रेण सत्यस्यापिहितं मुखम्।

तत्त्वं पूषन्नपावृणु सत्यधर्माय दृष्टये॥

Hiraṇmayena Pātreṇa Satyasyāpihitaṃ Mukham ।

Tat Tvaṃ Pūṣannapāvṛṇu Satyadharmāya Dṛṣṭaye॥

Meaning of the prayer:

"*O Pūṣan*, please move the bright golden disk blocking the truth, so I, who seek truth, can see you." This prayer is taken from *Isha Upanishad*.

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Step 2: *Hasta Utthanāsana*

- While inhaling, raise both hands above the head and bend the trunk backward as much as possible.
- Let the biceps touch the ears.
- Feel the stretch from the navel to the head, with a contraction at the back.

Step 3: *Padahastāsana*

- While exhaling, slowly bend forward and place the hands by the side of the feet.
- Let the forehead touch the knees and the abdomen rest on the thighs.
- Initially, bending forward and touching the knees with the forehead may seem difficult, but with continuous practice, it becomes easier.

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Step 4: *Ashwa Sanchālanāsana*

- While inhaling, slightly bend the knees and stretch the right leg back.
- Keep your right knee and toes on the ground.
- Fold the right thigh and let the chest rest on it.
- Place the left foot such that the area from the toe to the knee is perpendicular (90°) to the ground.
- Lower the spine, arch the chest and thoracic region and look up.
- The left leg and the palms should be in a straight line.

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Step 5: *Dandāsana*

- While exhaling, take the right leg back and bring the whole body in a straight line. Keep your arms perpendicular to the floor.
- The body looks like a slide in its final position.

Step 6: *Ashtāṅga Namaskara*

- While inhaling and exhaling, place the forehead, chest, palms and knees on the ground so that eight parts of the body touch the floor (forehead, chest, two palms, two knees and two toes).
- Do not let the abdomen touch the ground.
- Raise the hips slightly upward.

- Hold the breath and stay in this position as long as possible, with ease and comfort.
- Initially, it may seem difficult, but with sufficient practice, it will become easier.

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Step 7: *Bhujangāsana*

- While inhaling, slowly raise the body upward and the head towards the ceiling.
- Let the spine arch.
- Keep the thighs and hips on the floor, with the arms supporting the trunk.

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Step 8: *Parvatāsana*

- While exhaling, raise the waist.
- Keep the palms and feet flat on the ground, bringing the head towards the floor.
- The entire body weight should be distributed evenly between the palms and the feet.
- With continuous practice, you will be able to touch the head to the ground.

Step 9: *Ashwasanchālanāsana*

- While inhaling, bring the right leg between the palms.
- Keep your left knee and toes on the ground.
- Fold the right thigh and let the chest rest on it.

- Place the left foot such that the area from the toe to the knee is perpendicular (90°) to the ground.
- Lower the spine, arch the chest and thoracic region and look up.
- The left leg and the palms should be in a straight line.

Step 10: *Padahastāsana*

- While exhaling, slowly bend forward and place the hands by the side of the feet.
- Let the forehead touch the knees and the abdomen rest on the thighs.
- Initially, bending forward and touching the knees with the forehead may seem difficult, but with continuous practice, it becomes easier.

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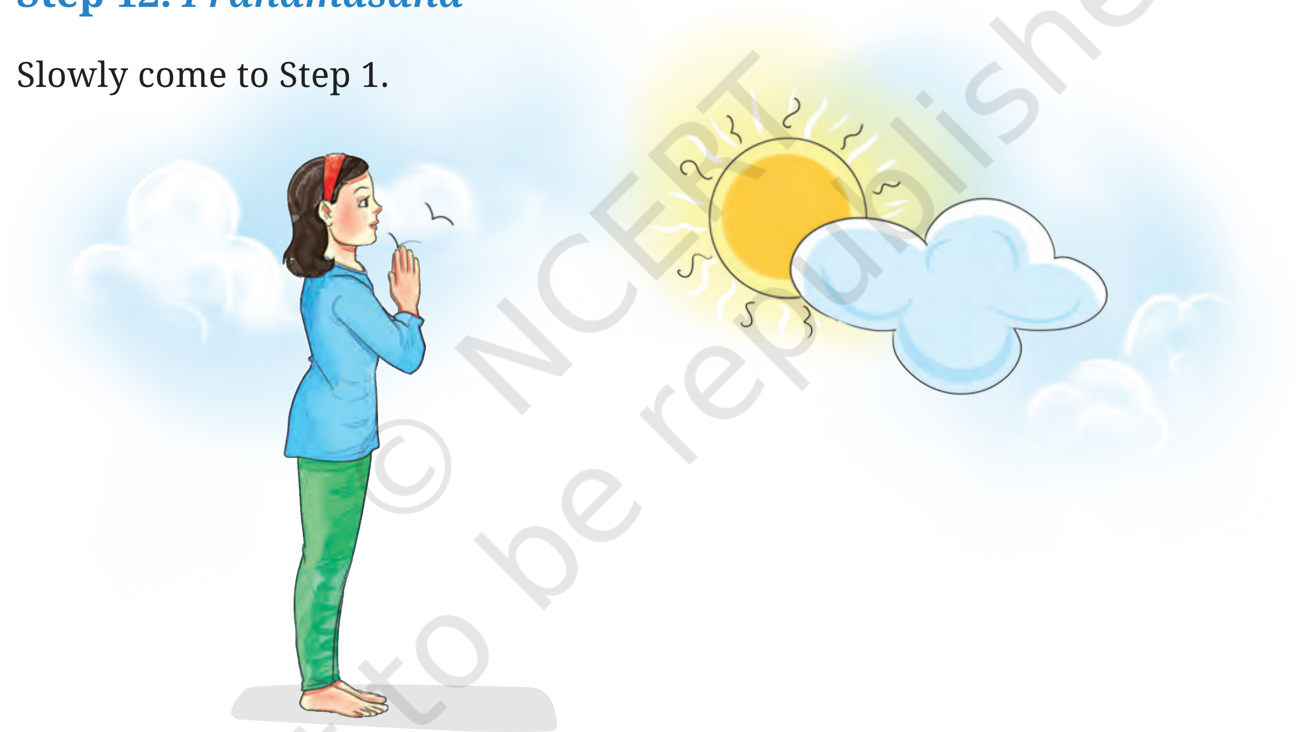
Step 11: *Hasta Utthanāsanā*

- While inhaling, raise both hands above the head and bend the trunk backward as much as possible.
- Let the biceps touch the ears.
- Feel the stretch from the navel to the head, with the corresponding contraction at the back.
- Keep the face smiling and the eyes gently closed.

Step 12: *Pranamāsana*

Slowly come to Step 1.



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Note for the teacher

- Ensure students perform this practice with ease and without jerky movements.

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Chapter 3

Āsana

Āsana is the third limb of *Ashtāṅga Yoga*. The word *āsana* means comfortable posture. In Yoga, *āsana* are specific body postures designed to improve strength, flexibility and balance. *Āsana* are not just exercises, they are a part of a holistic lifestyle. Practicing Yoga postures regularly can have a positive impact on your physical and mental well-being.

Yoga believes that there are countless Yoga poses, as many as there are living beings in the world! These poses often resemble animals like snakes, birds, and fish, or plants like trees and lotuses.

Hatha Yoga, a popular type of Yoga, focuses on physical postures. It highlights 32 special poses that are believed to improve balance, help your body's energy flow smoothly and keep you healthy.

In this grade we shall learn following *āsanas*:

- Standing – *Utkaṭāsana*
- Sitting – *Gomukhāsana*
- Prone – *Sarla Danurāsana*
- Supine – *Sarvāṅgāsana & Matsyāsana*

Perform each *āsana* under the guidance of the teacher and according to the steps provided.

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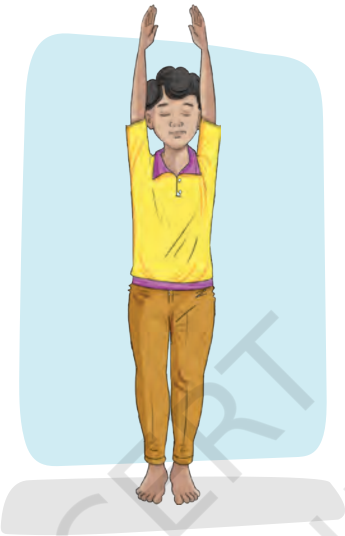
Utkatāsana: Chair Posture

Do you want to sit on an imaginary chair? Then let us learn about *Utkatāsana*.

Utkatāsana gives extra strength to the legs. It belongs to the balancing group of *āsanas* and by strengthening the lower body.

Sthiti: Tādāsana



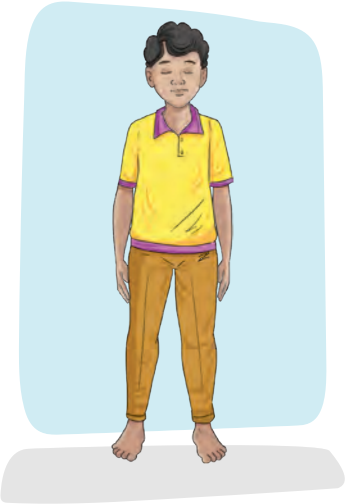
Step 1

Step 2

Utkatāsana

Step 3

Step 4



Viśrānti: Śithila Tādāsana

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Come to *Stithi*

Step 1: While inhaling, raise both hands so that the biceps touch the ears. Keep both hands parallel to each other.

Step 2: While exhaling, bend the knees and lower the hips until the body resembles the shape of a chair. Stay in this posture for a count of 10, breathing normally.

Step 3: While inhaling, straighten the knees and return to a standing position.

Step 4: While exhaling, lower the hands to your sides.

Relax in *Viśrānti*

Benefits

- *Utkatāsana* strengthens and stabilises the ankles, thighs, calf muscles and spine.
- It also stretches the shoulders and chest, thus easing the respiration.
- This *āsana* improves concentration.

Limitations: Student with knee pain, sprained ankles, or with injured ligaments should avoid this posture.

Note for the teacher

- Encourage students to practice the other variation of *Utkatāsana*.

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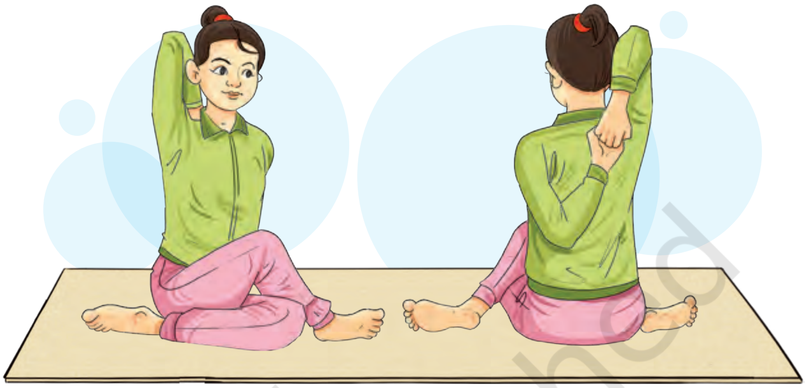
Gomukhāsana: Cow's Face Posture

This *āsana* resembles the face of a cow.

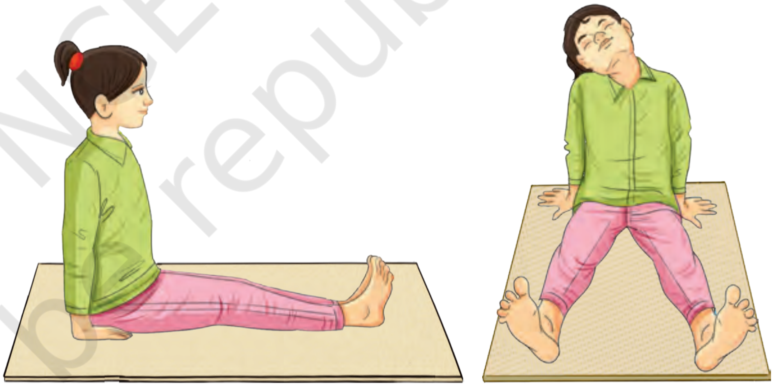
Let us learn step by step how to achieve this posture.

Step 1



Step 3

Step 2



Step 4

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Come to *Stithi*

Step 1: Inhale and fold the right leg, placing the right heel by the side of the left buttock. Inhale again and fold the left leg, placing the left heel by the side of the right hip, with both knees stacked in line and the left knee on top.

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Step 2: Raise both the hands sideways and take the left arm above the head and bend the elbow. Simultaneously, bring the right arm behind the back and interlock the fingers of both hands. Keep the spine erect, head slightly back and eyes closed.

Stay in this posture with normal breathing for 10 counts.

Step 3: Inhale and exhale, gently release the hands.

Step 4: Exhale and release your left leg, further exhalation releases the other leg and relax.

Viśrānti

Repeat the same *āsana* on the left side.

Benefits

- *Gomukhāsana* improves posture and removes stiffness in the shoulders, neck and legs.
- It also strengthens the muscles of the ankles, hips, thighs, shoulders, back and chest.
- It helps improve respiration.
- It is helpful in reducing anxiety, stress and tiredness.

Limitations: Those with acute knee and ankle problems can initially avoid this practice.

Note for the teacher

- Ensure students perform *Sūkshma Vyāyāma* related to shoulder joints to improve flexibility before performing the *āsana*.
- If the students are unable to interlock their fingers, they can use a hand towel or handkerchief.

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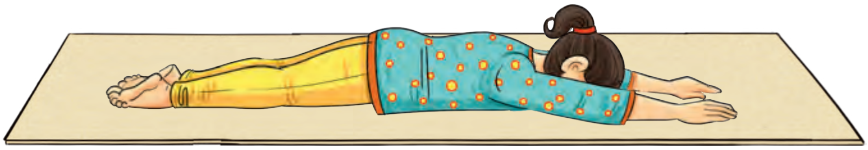
Dhanurāsana: Bow Posture

Did you know that '*Dhanur*' means a bow? This posture resembles a bow, with the bending of the back resembling the bowstring. That's why it is called the Bow Pose. Let us learn, step by step, how to perform this pose.

Sthiti:
Prone posture

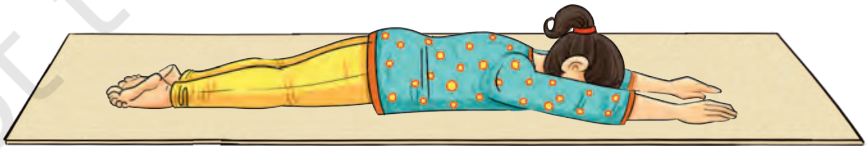


Step 1

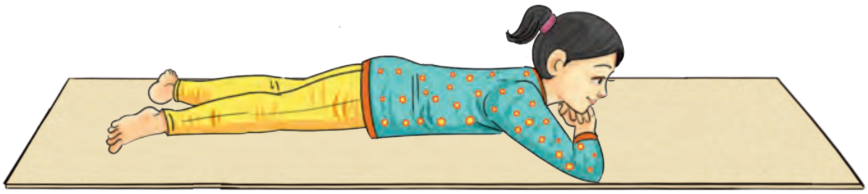
Step 2
Dhanurāsana

Step 3

Step 4



Viśrānti:
Makarāsana



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Stithi: Prone posture

Step 1: While inhaling, fold both the legs at the knees and catch the ankles with both hands, keeping the arms straight. Bring the heels close to the buttocks.

Step 2: Inhale and raise the head and chest as high as possible from the floor, slightly tilting the head back such that the posture resembles a bow. Keep your eyes closed and face relaxed.

Hold this position with normal breathing for 10 counts.

Step 3: While exhaling, slowly lower the thighs and head to the ground.

Step 4: Release the hands and legs, then take both hands above the head with palms facing down. Rest the forehead on the ground.

Viśrānti

Benefits

- *Dhanurāsana* improves spinal flexibility and strengthens the muscles of the back while opening the chest and shoulders.
- It also eases respiration.
- It enhances the digestive process.

Limitations: Avoid the practice if there is any injury related to the ankle, wrist or spine.

Note for the teacher

- This asana should be followed by forward bending postures like Parvathasana.

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Sarvāṅgasana: Shoulder Stand Posture

'*Sarv*' means all, '*anga*' means part of the body, and '*āsana*' means posture. As the name suggests, *Sarvāṅgāsana* influences the functioning of all parts of the body, which is why it is called the Queen of *Āsanas*.

Let us learn step by step how to achieve this posture.

Sthiti: Supine posture

Step 1

Step 2

Step 3

Step 4

Sarvāṅgasana

Step 5

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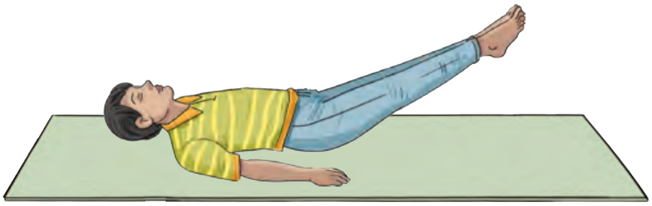
Step 6



Step 7

Step 8

Viśrānti: Śavāsana

Come to *Sthiti*

Step 1: While inhaling, raise both legs to a 45° angle without folding the knees.

Step 2: Continue inhaling and raise both legs to a 90° angle.

Step 3: While exhaling, move both legs backward until they are parallel to the ground. Bring the hands forward and place them on the ground.

Step 4: While inhaling, slowly raise the body vertically upward, ensuring the chin touches the chest. The final position should resemble the shape of the letter 'L.' Hold this position for 10 counts with normal breathing.

Step 5: While exhaling, slowly bring both legs backward until they are parallel to the ground.

Step 6: While inhaling, bring both legs back to a 90° angle.

Step 7: While exhaling, lower both legs to a 45° angle.

Step 8: Continue exhaling and gently place both legs on the ground.

Viśrānti: *Śavāsana.*

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Benefits

- *Sarvāṅgāsana* improves the flexibility of the neck and enhances circulation to the brain, eyes, ears and nose.
- It strengthens the legs, arms, shoulders and keeps the spine flexible.
- It stimulates the thyroid and parathyroid glands.
- It improves the flexibility of the neck and enhances circulation to the brain, eyes, ears and tonsils.
- It increases focus, attention, clear thinking, and elevates the mood.

Limitations: Avoid the practice if there are respiratory disorders, neck injuries, spinal injury and serious eye disorders eg., high myopia.

Note for the teacher

- Encourage students to keep their neck relaxed and avoid any jerky movements.
- Students should avoid this posture if they experience any dizziness or difficulty in breathing.

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Matsyāsana: Fish Posture

The name comes from the Sanskrit word *Matsya*, which means fish.

Did you know how this posture got the name *Matsyāsana*?

The way of folding the legs in this asana resembles the tail of a fish.

Let us learn step by step how to achieve this posture.

Sthiti: Supine posture

Step 1

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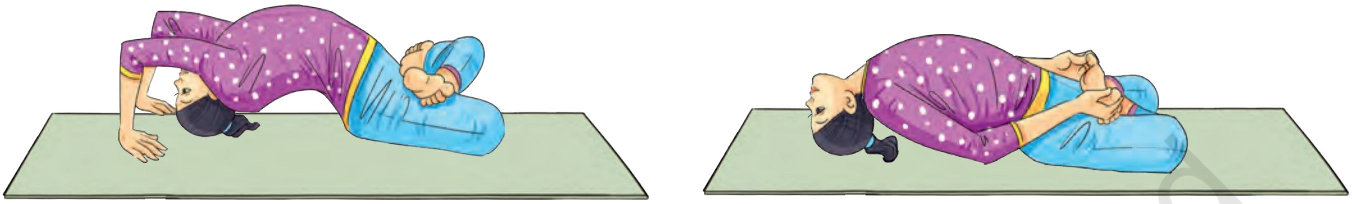
Step 2

Step 3



Step 4

Matsyāsana

Step 5

Step 6

Step 7

Step 8

Viśrānti: Śavāsana

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Sthiti

Step 1: Inhale and exhale, fold the right leg and place it on the left thigh.

Step 2: Inhale and exhale, fold the left leg and place it on the right thigh.

Step 3: While inhaling, position both palms by the sides of the neck. Place the palms on the ground with the fingers pointing toward the legs.

Step 4: While inhaling, slowly raise the head and rest the crown of the head on the ground. Hold the toes with the hands, forming the shape of a bridge. Breathe normally and maintain the posture for 10 counts, and keep the eyes closed and face relaxed.

Step 5: While inhaling, place both hands back by the sides of the neck.

Step 6: While exhaling, lift the head slowly and rest it on the ground.

Step 7: Inhale and exhale, release the right leg.

Step 8: Inhale and exhale, release the left leg.

Viśrānti

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BENEFITS

- *Matsyāsana* stimulates the thyroid glands and normalizes its functions.
- It helps to keep the spine flexible and healthy.
- It relieves tension in the neck and shoulder region.
- It strengthens the knees, calf muscles and thighs.
- It improves lung capacity and is very beneficial for asthma and bronchitis.

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Limitations: This *āsana* must not be attempted if there is any abdominal or thoracic surgery, neck injury, hernia, peptic ulcers etc.

Note for the teacher

- This *āsana* must be performed with care, as it is very easy to injure the spine.
- If students feel Padmasana is challenging, they can perform the āsana with their legs stretched out.

RELAXATION

Relaxation is essential after the practice session to regain and rejuvenate the body and the mind. Relaxation techniques remove the tightness in the muscles, relax the spine, and calm the mind.

For this practice, lie down in *Savāsana* (supine posture), with feet apart, hands apart, and palms facing upward. Now, let go and relax the whole body.

For step-by-step practice on Relaxation refer to Khel Yatra Grade 6 Textbook

Note for the teacher

- The maximum benefit of this technique can be achieved after a dynamic activity such as *Surya Namaskara, Shitilikarana Vyayama*, or the practice of *Āsanas*.
- *Prāṇāyāma* should be practiced after relaxation.

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BREATHING PRACTICES

Do you want to stretch like a cat?

Before practicing *Prāṇāyāma* it is essential to normalize breathing patterns. To make breathing uniform, continuous and rhythmic, full utilisation of the lungs are necessary. Breathing practices develop awareness on breathing while practising Yoga.

In this grade let us learn about *Marjariāsana* and *Vyagrahāsana* with breathing techniques. These *āsanas* are so called because they emulate the spinal stretching movements made by cats and tigers.

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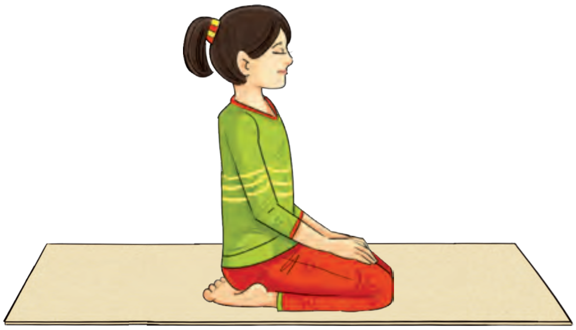
Come let us learn how to stretch...

Marjariāsana with breathing (Cat stretch Pose)

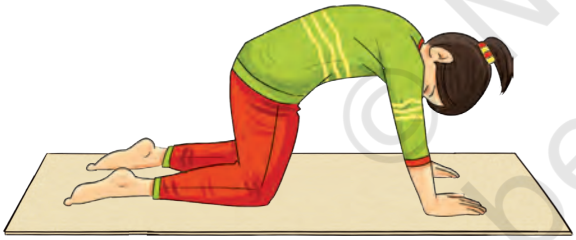
Sthiti: Dāndāsana



Step 1

Step 2

Step 3



Step 4

Step 5

Step 6

Viśrānti: Dāndāsana

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Stithi: *Dāndāsana*

Step 1: Sit in *Vajrāsana* by folding both the right leg and the left leg.

Step 2: Lean forward and place your hands flat on the floor, in line with your shoulders, with fingers pointing forward. Ensure that your arms, thighs and heels are about one shoulder-width apart, and that your arms and thighs are perpendicular to the floor.

Step 3: While inhaling, raise your head and look at the ceiling or roof. Simultaneously, depress your spine so that your back becomes concave.

Step 4: While exhaling, arch your spine upwards and bend your head downward, bringing your chin toward your chest. This constitutes one round of breathing. Repeat for 5 rounds.

Step 5: Return to the initial posture after completing the practice.

Step 6: Slowly return to *Vajrāsana*, then stretch your legs forward.

Relax in *Śithila Dāndāsana*

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Benefits

- *Marjariāsana* with breathing improves the flexibility of the neck, shoulders and spine.

Limitations: Avoid the practice in case of knee injury or pain.

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Now let us stretch like a tiger.

Vygrahāsana Breathing (Tiger Stretch Pose)

Sthiti: Dāndāsana

Step 1

Step 2

Step 3

Step 4

Step 5

Step 6

Viśrānti: Dāndāsana

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Come to *Sthiti Dāndāsana*

Step 1: Sit in *Vajrāsana* by folding the right leg and the left leg.

Step 2: Lean forward and place the hands flat on the floor in line with the shoulders with fingers pointing forward and look forward. Arms, thighs and heels should be about one shoulder width apart. The arms and thighs are perpendicular to the floor.

Step 3: While inhaling, raise the head up and simultaneously raise the right leg stretching up and slightly bend the right knee.

Step 4: While exhaling, bend the knee and swing the leg under the hips. Simultaneously, arch the back and bend the head down bringing the knee towards the nose. This constitutes one round of breathing. Repeat for 3–5 rounds. Repeat the same practice on the left side.

Step 5: Come to the initial posture after the practice.

Step 6: Slowly come to *Vajrāsana*, stretch your leg forward and relax in *shithila Dāndāsana*.

Benefits

- *Vygrahāsana* breathing loosens up the legs and hip joint.
- It stretches the abdominal muscles, promotes digestion and stimulates blood circulation.
- It tones the hip and thighs.

Limitations: Avoid the practice in case of knee injury or pain.

Note for the teacher

- Before starting the practice, see that the students are comfortable standing on both palms and knees.
- After completing the practice, students can relax in *Śaśāṅkāsana* or child pose for a few seconds.

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Chapter 4

Prānāyāma

In this grade let us learn more about breathing through the fourth aspect of *Ashtāṅga Yoga* which is *Prānāyāma*.

Prānāyāma is the practice of controlling our breath. In Yoga, our breath is considered a powerful tool. Breathing techniques that promote our life force are *Prānāyāma*. The word *Prānāyāma* comes from two words: 'Prana' means 'vital energy' and '*Yama*' means 'to control or extend'. So, *Prānāyāma* is the way by which we consciously control and direct our breath to make ourselves happier and healthier.

Why is *Prānāyāma* Important for students?

Just like we need healthy food to stay physically fit, likewise to keep the body energised and calm the mind, we need to do *Prānāyāma* practices. It's especially helpful for students because it helps with focus during studies, staying calm during exams, and even feeling more energised for sports or daily activities.

Benefits of Prānāyāma
- Improves our concentration
- Reduces stress
- Calms the mind
- Feeling more energised

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Try practicing *Prānāyāma* for a few minutes every morning. You will feel ready to take on your day with more energy and less stress.

In this grade let us practice what we had learnt in the previous grade like

1. Sectional Breathing

Sectional breathing is a preparatory breathing practice for *Prānāyāma*. It corrects the wrong breathing pattern and increases the vital capacity of the lungs.

2. *Nādīśuddhi Prānāyāma*

Nādīśuddhi Prāṇāyāma is a simple and powerful technique that balances the flow of *Prānā* (life force) and cleans the subtle energy channels.

3. *Bhrāmarī Prānāyāma*

Bhrāmarī Prāṇāyāma is a calming technique, which has a soothing effect on the mind and nervous system.

(*Refer to Khel Yatra Grade 6 textbook for the above practices*).

Let us learn how to perform Bhrāmarī Prānāyāma by adopting Shanmukhi Mudra:

Shanmukhi means six gates or faces. *Shanmukhi mudra* involves redirecting the awareness inside by closing the six doors of outer perception, the two eyes, the two ears, the nose and the mouth. This practice promotes a state of *Pratyāhāra*. In other words, it closes the six gates of perception in the head with the fingers of both hands.

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- Sit in *Sukhāsana* with the spine erect, face smiling and eyes gently closed.
- Now raise both the arms to shoulder level, bend your elbows and close the ears with the thumb.
- Place the index finger gently on the eyelids, middle finger on both the nostrils and ring and small finger above and below the lips as shown in the picture.
- Inhale slowly and deeply and fill the lungs completely.
- As you exhale, make a steady, low-pitched humming sound like a bee. (*Makara* sound from *Omkāra* chanting)
- Feel the vibration of the sound resonate throughout your head and body. Repeat the practice five times.

BENEFITS OF *SHANMUKHI MUDRA*

- *Shanmukhi Mudra* calms the mind and nervous system.
- It also balances internal and external awareness.
- It also enhances focus and helps in managing anxiety.

Note for the teacher

- Ask the students whether they could feel the resonance during the practice.
- Ask about their state of mind after the practice.

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In this grade let us learn about *Bhastrikā Prānāyāma* stepwise.

Bhastrikā Prānāyāma

Bhastrikā is a special breathing exercise that gets its name from '*bellows*', because it's like breathing in and out like a bellows. You can do it slowly or quickly, whichever feels comfortable.

During *Bhastrikā*, you breathe deeply and fully, so your body gets lots of oxygen. You use your chest like a bellows to breathe in and out strongly.

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There are two parts to *Bhastrikā* — the first part is like a cleansing breath, and the second part is slower and calmer. That's why *Bhastrikā* is sometimes called a bridge between cleansing breaths and calmer breathing exercises.

Stepwise practice of *Bhastrikā Prānāyāma*

Step 1: It in a comfortable posture *Sukhāsana* or *Vajrāsana*. Keep the head and spine straight, and close the eyes and relax the whole body.

Step 2: Take a deep breath through both nostrils and fill the lungs with air.

Step 3: After full inhalation, quickly exhale continuously for 5 times. This completes one round of *Bhastrika*.

Step 4: Continue this practice for 3 rounds.

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Benefits

- *Bhastrikā Prānāyāma* strengthens the lungs and improves blood circulation.
- It relaxes the body and mind and improves concentration.

Limitations: The students with the low stamina should avoid this practice.

Note for the teacher

- Ensure the students gently practice this *Prānāyāma* without any jerks.

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Mudras

Introduction to hand *mudras*

Let us explore hand mudras! Have you ever seen pictures of saints or gods with their hands in special positions? These are called hand *mudras*.

Mudras are hand gestures that help connect our body, mind and energy. The word '*mudra*' means '*gesture*' or '*seal*' in Sanskrit. They are like special hand signals that can help our energy flow freely.

People have been using *mudras* for a very long time to feel better physically and mentally.

In this grade let us learn about *Jnana mudra*.

Jnana Mudra is an important and simple mudra which calms the mind.

Stepwise practice of *Jnana mudra*

1. Sit in a comfortable posture *Sukhāsana* or *Vajrāsana* or on a chair with the back straight.
2. Place your hands on thighs with your palm facing upward.
3. Now gently touch the tip of the thumb with the tip of the index finger. Do not press hard.
4. Stretch the other finger straight, let the palm be facing upward.
5. Keep the focus on your breath.
6. Practice it for 10 minutes every day.

Benefits

- *Jnana Mudra* reduces mental tension, anger and stress.
- It increases memory power.
- It gives energy to the brain and muscles.

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We also learnt *Shanmukhi Mudra* with *Bhrāmarī Prāṇāyāma* in the previous chapter.

Note for the teacher

- Encourage students to practice this mudras everyday especially before studies.

Pratyāhāra

Hello students,

Have you heard of *Pratyāhāra*?

Pratyāhāra is a special tool which helps us to focus. It is a cool way to develop our concentration and remain calm.

Pratyāhāra is the 5th step of *Ashtāṅga* Yoga, which teaches us how to concentrate deeper and stronger.

So, in this grade let us learn how to reduce distraction by doing the below activity.

Activity to develop focus by engaging your ear to the sound of a bell

- Let us listen to the sound of a temple bell. Listen closely as it starts with a strong 'bong!' and then continues to ring. Notice how the ringing changes — it might be loud at first and then become softer and softer until it finally disappears. Try to feel the vibrations of the sound within you.

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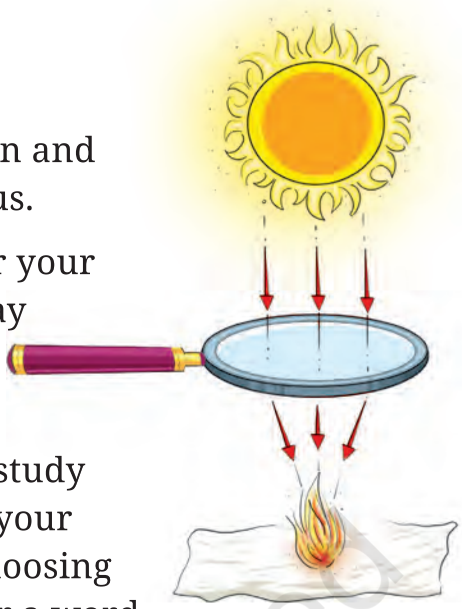
Dhārana, *Dhyāna* and *Samādhi*



Dhārana means single point concentration and involves keeping the mind study and focus.

Dhārana is like learning to use a focus for your mind. It is about training your mind to pay attention to just one thing, like focusing sunlight with a magnifying glass.

When your mind is focused, it helps you study better, concentrate on tasks and mangae your thoughts. You can practice *Dhārana* by choosing something to focus on, like your breath or a word, and trying to keep your mind from wandering. This skill, along with *Dhyāna*, helps you find inner peace and is an important part of Yoga.

In the previous grade, we learnt about *jatru trataka*, which improves our focus. Let us continue the practice in this grade.

Let us practice *Dhārana* by focusing on a single point. *Jatru Trataka* is yogic gazing that helps to bring one pointed concentration or focus. It is a practice where the gaze is fixed on an object or the target. Before starting it is a good idea to cleanse your eyes with cold water.

Cleansing of eyes using the palms:

Wash your hands with soap thoroughly. Make a cup of your right palm and fill it with clean water. Now, immerse your right eyeball in this water. Blink the eyes for few rounds. Repeat the same practice with the left eye.

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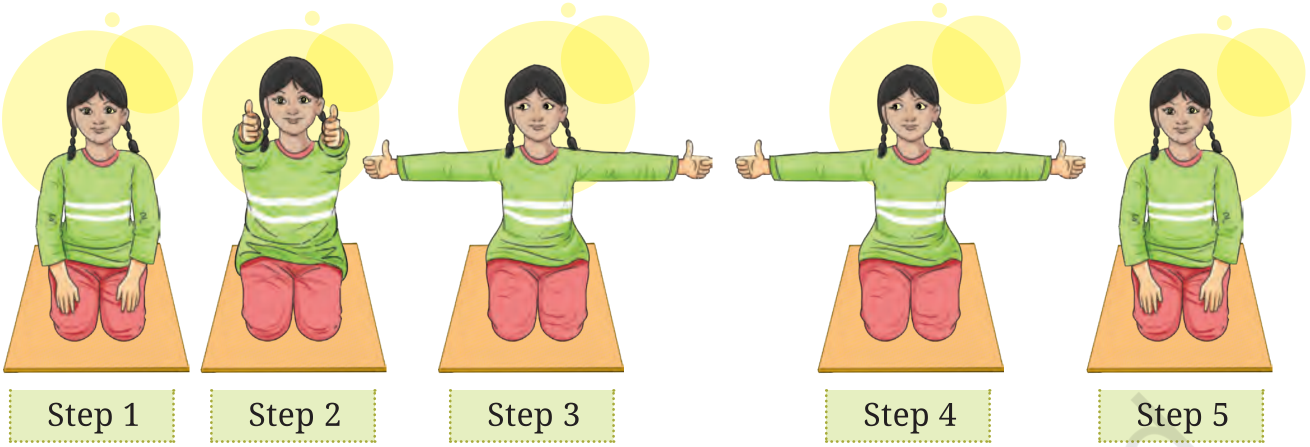
Jatru trataka



Step 1: Sit in *Vajrāsana* or *Sukhāsana* comfortably. Keep your eyes open and hands on the thighs.

Step 2: Now stretch both the hands in front, make fists out of them while the thumbs raised upwards.

Step 3: Move both the hands towards both the shoulders parallel to the ground and keep gazing at the tip of the thumbs. Stretch the hands sideways as far as possible until the reach of the vision.

Step 4: Maintain this position for a while by holding the hands at both the ends. Slowly move the hands back to the original position while gazing at the tip of the thumbs. Do not move the head but move only the eyeballs sideways.

Repeat this practice for 3–5 rounds.

Step 5: After the practice do simple palming and relax in *Vajrāsana* or *Sukhāsana*.

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Simple palming procedure

- Rub both palms until they become warm.
- Cup your palms and place them gently over the eyes (do not put pressure on the eyeballs).
- Keep your eyes closed.
- Keep your palms on your eyes for 10–15 seconds, then gently lift them.

Benefits

- Sideways viewing of *Jatru trataka* relaxes the muscles around the eyes.
- It also prevents and corrects squint.
- It also improves eyesight, vision and concentration.

Limitations: Students with severe headaches should avoid this practice.

Note for the teacher
- Ensure that students remove their glasses and wrist watches.
- Encourage them to sit with the head, neck and spine erect during the practice.
- Always open your eyes with a few blinks.
- Ensure palming is done after each practice.
- For up and down and right and left movement of the *Jatru trataka* refer to the Khel Yatra Grade 6 textbook.

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DHYĀNA

Dhyāna means meditation. When we focus really hard on one thing (this is called *Dhārana*), our mind starts to calm down. This calmness and stillness is *Dhyāna*.

Dhyāna helps us feel peaceful inside, even when things around us are noisy or chaotic. Imagine training your mind to focus on one thing like a laser beam that's *Dhārana*.

Both *Dhārana* and *Dhyāna* can help you focus better in school, stay calm during exams, and feel more peaceful in your everyday life.

Activity

Simple Meditation Exercise

Now let us learn simple meditation technique step by step.

- Sit in a comfortable posture *Sukhāsanā* or *Vajrāsanā* with spine erect and eyes closed.
- Now slowly move your awareness on your breath. Observe your breathing for a few seconds as you breathe in and breath out.
- If thoughts come into your mind, don't worry. Just gently bring your attention back to your breath.
- Practice this for a few minutes. This is *Dhyāna*, where you focus on your breath and let your mind become calm and peaceful.

PANCHAKOSHA MEDITATION

Just like a house has different rooms like the living room, kitchen, and bedroom, our bodies also have different layers. We learned about these layers in Chapter 1.

In this grade, let's go on an inner journey to explore these layers

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within ourselves through meditation. This inner journey will help us understand ourselves better and feel more peaceful and happy.

Step-by-step practice of *Panchakosha* meditation

1. Sit comfortably in *Sukhāsanā* with the head, neck and spine in a straight line. Keep the body relaxed.
2. Now gently close your eyes, become aware of your surroundings and sounds around you. Begin by gently scanning your body, be aware of your head, shoulders, chest, waist, back, abdomen, arms and legs notice any sensation or any areas of tension. Acknowledge these sensations without judgement. This is your *Annamaya kosha*, the physical body. Observe it for a few seconds and relax the physical body.
3. Now shift your focus to your breath. Bring your awareness between your nostrils and observe the air entering the nostrils as you breathe in and breathe out. Observe your breathing slows down and is more continuous and rhythmic. Be aware of the breath as your lungs expands and contracts. This is your *Pranamaya kosha*. Observe for a few seconds and enjoy the lightness of the body.
4. Now observe the thoughts that arise in your mind. Notice how they come and go like clouds in the sky. Simply acknowledge them and gently bring your attention back to your breath. Now shift your awareness and become aware of the sensation in your body. You might start feeling uncomfortable sitting in one position for a long time and want to move your legs or you might experience some kind of itching sensation on your skin, nose, etc., This is a reflexive mental chatter that comes from your mind. This is your *Manomaya Kosha*.
5. Try not to respond to it, but continue to observe your breath. Connect with your inner wisdom and ask yourself

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"What brings me joy". Gently listen to the inner guidance that arises. This is your *Vijnanamaya Kosha*.

6. Now shift your awareness deep in sight. Now centre your awareness to your heart, relax deeply, Keep breathing smoothly and evenly. Now allow yourself to settle in a state of complete tranquility. Enjoy the sense of great joy and gratitude within you. It is a space of perfect stillness, silence and happiness. There is no fear or desire. This is your *Anandamaya Kosha*. Now simply be aware of your own awareness.
7. Return your awareness to your breath, become aware of your surroundings. Observe that your breathing is slow and continuous. Take a moment to relax and absorb this experience before you get up.
8. Now gently rub your palms, place it on your eyes and open your eyes into your palms.

BENEFITS

- *Panchakosha* meditation calms the mind and reduces stress.
- It improves focus and self-awareness.
- It brings peace and happiness.

Note for the teacher

- Encourage students to share their experiences with meditation.
- Let students focus on breath, observe their thoughts and feelings during the practice.

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SAMADHI

Samadhi is the ultimate state of consciousness. It is a transcending thought. You are only aware of yourself and are connected to your true nature love, joy and strength. This is the ultimate goal that we seek to achieve in life.

Krīdā Yoga

Yoga is a process for all round personality development. *Krīdā* yoga plays an important part in this process. *Krīdā* yoga means yoga through games. It is a fun and active way to practise yoga through different kinds of playful activities. *Krīdā* yoga combines yoga movements with games to help you build flexibility, strength and focus while having fun with your classmates.

These games are easy to learn and play and ensure total participation. These games not only give us an insight into our state of awareness but also help us to develop it.

Here are a few games which you can play with your friends in the class or with members of your family.

Yoga of Reflection

Yoga of reflection is an indoor game, normally played in groups. This game develops focus and mindfulness by copying the movements of the opponents. This game also improves concentration, body awareness and coordination.

HOW TO PLAY

1. Divide the class into two groups,
2. Let the students pair up and face each other.
3. One student leads and performs a Yoga pose or movement slowly, while the other student tries to mirror their movements exactly.

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4. Each student maintains the pose for 1 minute. Then, the other student mirrors the pose for 1 minute.

Note for the teacher

- The game is to be played for a maximum of 5 minutes.
- Variations are encouraged to make the game interesting.
- Ensure all students participate in the game.
- Please explain the following takeaways and learnings to the students.

Learnings from this game

- Promotes active engagement and focus
- Promotes physical and mental stability
- Encourages body awareness
- Improves communication skills
- Strengthens trust and cooperation
- Promotes patience and resilience

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Assessment for Yoga Unit

1. Yoga for Daily Life

Match the following

1. *Annamaya Kosha*	(a) Mind Sheath
2. *Pranamaya Kosha*	(b) Wisdom Sheath
3. *Manomaya Kosha*	(c) Physical Sheath
4. *Vijnanamaya Kosha*	(d) Bliss Sheath
5. *Anandamaya Kosha*	(e) Energy Sheath

Answer the following

S.No.	Riddles	List the practices you were able to do for each kosha
1.	*Annamaya Kosha*	
2.	*Pranamaya Kosha*	
3.	*Manomaya Kosha*	
4.	*Vijnanamaya Kosha*	
5.	*Anandamaya Kosha*	

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Teachers' Evaluation

Criteria	Excellent (4 points)	Good (3 points)	Fair (2 points)	Needs Improvement (1 point)	Points Earned	Teacher's Comments
Understanding of Koshas and their functions	Demonstrates deep understanding and provides detailed, accurate answers.	Shows good understanding with accurate answers and examples.	Demonstrates basic understanding but with some inaccuracies or lack of detail.	Struggles to understand the concepts		
Connecting practices and personal insights	Clearly connects practices to Koshas	Connects few practices to Koshas	Makes some connections	Struggles to connect practices		

2. Yoga Sadhana

Yoga Riddles

S.No.	Riddles	Answer
1.	In this pose, you pretend to sit, with strength in your thighs, you will benefit. Named after a chair but without one in sight, Which yoga pose am I right?	
2.	I stand tall like a tree, With my arms reaching high, My legs are firm and strong, I am a pose; can you tell me why?	

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3.	I am a pose that makes you strong, Like a brave warrior, all day long. Kneeling down with legs spread wide, My name is spoken with pride.	
4.	I have two heads but only one face. I give strength and grace to your shoulders. My name comes from a cow's head; it's true, But I help you stretch and feel brand new.	
5.	I stretch your back, Like a bow, you bend without any crack. Your hands hold your feet with a strong grip, What am I? Be careful, you can quickly slip!	
6.	I stand on my shoulders with the head resting on the ground, A pose of strength and balance all around. In Sanskrit, my name means "every part," What am I, young friend? Speak from your heart.	
7.	I am a pose that makes you calm and free, Like a fish in water, that's the key. My name comes from the Sanskrit word for fish, Can you guess what pose I wish?	

1. Utkaṭāsana 2. Gomukhasana 3. Sarala Dhanurasana 4. Sarvāṅgāsana 5. Matsyāsana

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Evaluation for Āsana

Criteria	Excellent (4 points)	Good (3 points)	Fair (2 points)	Needs Improvement (1 point)	Points Earned	Teacher's Comments
Correct identification of asanas	Correctly identifies all asanas.	Correctly identifies 5–6 asanas.	Correctly identifies 3–4 asanas.	Correctly identifies 2 or fewer asanas.		
Understanding of Asana Descriptions	Demonstrates clear comprehension of all riddle clues and connects them to the correct asanas.	Demonstrates good comprehension of most riddle clues and makes accurate connections.	Demonstrates basic comprehension but struggles with some clues.	Demonstrates limited comprehension of the riddle clues.		
Participation and Engagement	Shows strong engagement and enthusiasm in solving the riddles.	Shows good engagement and participates actively.	Shows moderate engagement and participates passively.	Shows limited engagement and minimal participation.		

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Prāṇāyāma Riddles

S.No.	Riddles	Answer
1.	I am a breathing practice known to calm the mind. I clear the air passages, leaving worries behind. I balance the energies with each inhale and exhale.	
2.	I am a breathing exercise known for its buzzing sound. I help calm the mind and bring peace around. My name is derived from a buzzing bee, What am I, can you tell, and set your mind free?	

1. Nadi Shuddhi Prāṇāyāma 2. Bhramari Prāṇāyāma

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Evaluation for Prāṇāyāma

Criteria	Excellent (4 points)	Good (3 points)	Fair (2 points)	Needs Improvement (1 point)	Points Earned	Teacher's Comments
Correct identification of Prāṇāyāma	Correctly identifies both Prāṇāyāma practices.	Correctly identifies one Prāṇāyāma practice.	Attempts to answer but both answers are incorrect.	Does not attempt to answer.		
Understanding of Prāṇāyāma Descriptions	Demonstrates clear comprehension of all riddle clues and connects them to the practices.	Demonstrates good comprehension of most riddle clues and makes accurate connections.	Demonstrates basic comprehension but struggles with some clues.	Demonstrates limited comprehension of the riddle clues.		
Participation and Engagement	Shows strong engagement and enthusiasm in solving the riddles.	Shows good engagement and participates actively.	Shows moderate engagement and participates passively.	Shows limited engagement and minimal participation.		

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Suggested Session Plans for Teachers

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Session plan for Yoga

Month 1				
	3rd period	*6th period*	*9th period*	*12th period*
Yoga for Daily Life	Introduction to *Yoga* (10 mins)	Introduction to *Yoga* (10 mins)	Introduction to *Panchakosha* (10 mins)	Introduction to *Panchakosha* (10 mins)
Yoga Sādhana	*Sukshma Vyayama* (10 mins)	*Sukshma Vyayama* (10 mins)	*Sukshma Vyayama* (10 mins)	*Shithilikarna vyayama* (10 mins)
	Krīḍā Yoga (15 mins)	*Shithilikarna vyayama* (10 mins)	*Krida yoga* (15 mins)	Introduction to *Suryanamaskara* (10 mins)
		Mudra (5 mins)		Relaxation (5 mins)

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Month 2				
	15th period	*18th period*	*21st period*	*24th period*
Yoga for Daily Life	Activity related to *Panchakosha* (10 mins)	Test 1 Assessment (10 mins)	Introduction to *Ashtanga Yoga* (10 mins)	Introduction to *Yama* (10 mins)
Yoga Sādhana	*Sithilikarna vyayama* (10 Mins)	*Sukshma vyayma* (10 Mins)	*Sukshma vyayma* (5 Mins)	*Sithilikarna vyayama* (5 Mins)
	Suryanamaskara (10 mins)	*Krida yoga* (15 mins)	*Breathing practices* (10 mins)	*Suryanamaskara* (5 mins)
	Relaxation (5 mins)		Introduction of *Asana* (Revision of previous class asanas) (10 mins)	Introduction to *Prāṇāyāma* (revision of previous class) (15 mins)

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Month 3				
	27th period	*30th period*	*33rd period*	*36th period*
Yoga for Daily Life	Introduction to *Niyama* (10 mins)	Iswara Pranidhana – Story (10 mins)	*Activity* (10 mins)	MID-TERM ASSESSMENT
Yoga Sādhana	*Sukshma vyayma* (5 mins)	*Sithilikarna vyayama* (5 Mins)	*Sithilikarna vyayama* (5 mins)	
	Breathing practices (10 mins)	*Suryanamaskara* (5 mins)	*Suryanamaskara* (5 mins)	
	Introduction to *Utkatasana* (10 mins)	Revision of *Utlatasana* (10 mins)	Introduction to *Gomukasana* (10 mins)	
		Relaxation (5 mins)	Relaxation (5 mins)	

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Month 4				
	39th period	*42nd period*	*45th period*	*48th period*
Yoga for Daily Life	*Pratyahara* (10 mins)	Activity related to *Pratyahara* (10 mins)	Revision of *Asthanga Yoga* (10 mins)	Revision (10 mins)
Yoga Sādhana	*Sukshma vyayama* (10 mins)	*Sithilikarna vyayama* (5 mins)	*Sithilikarna vyayama* (5 mins)	*Sukshma vyayama* (5 mins)
	Prāṇāyāma- Naadishuddi, Brahmari, Introduction to *Jnana Mudra* (15 mins)	Suryanamaskara (5 mins)	Breathing practices (10 mins)	*Suryanamaskara* (5 mins)
		Introduction to *Sarala Dhanurasana* (15 Mins)	Introduction to *Bhastrika* (10 mins)	Relaxation (5 mins)
				Bhastrika (10 mins)

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Month 5				
	51st period	*54th period*	*57th period*	*60th period*
Yoga for Daily Life	Revison of *Panchakosha* (10 mins)	Test-2 Assessment (10 mins)	Revision of *Ashtanga Yoga* (10 mins)	
Yoga Sādhana	*Sithilikarna vyayama* (5 mins)	*Sithilikarna vyayama* (5 mins)	*Sukshma vyayama* (5 mins)	*Sithilikarna vyayama* (5 mins)
	Suryanamaskara (5 mins)	*Suryanamaskara* (5 mins)	*Suryanamaskara* (5 mins)	*Suryanamaskara* (5 mins)
	Sarala Dhanurasana (10 mins)	Introduction to *Jatru Trataka* – Revision of previous grade (15 mins)	Introduction to *Sarvagasana* and *Matyasana* (10 mins)	Revision of *Sarvagasana* and *Matyasana* (10 mins)
	Introduction to *Simple Meditation* (5 mins)		Relaxation (5 mins)	Introduction to *Panchakosha meditation* (15 mins)

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Month 6				
	63rd period	*66th period*	*69th period*	*72nd period*
Yoga Sādhana	*Sithilikarna vyayama* (5 mins)	*Sukshma vyayama* (5 mins)	*Sithilikarna vyayama* (5 mins)	
	Suryanamaskara (5 mins)	*Suryanamaskara* (5 mins)	*Suryanamaskara* (5 mins)	
	Revision of *Asanas* (10 mins)	*Relaxation* (5 mins)	Revision of *Asana* (10 mins)	
	Nadishuddi Prāṇāyāma and *Brahmari Prāṇāyāma with Shanmukhi Mudra* (10 mins)	*Nadishuddi Prāṇāyāma and Brahmari Prāṇāyāma with Shanmukhi Mudra* (10 mins)	*Relaxation* (5 mins)	
	Introduction to *Panchakosha Meditation* (5 mins)	*Jatru Trataka* (10 mins)	*Pankosha Meditation* (10 mins)	

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Yoga module for practice at home - Duration 30 minutes

YMPH - 2	Duration in minutes	YMPH - 2	Duration in minutes
Opening Prayer	2	**Opening Prayer**	2
Loosening Practices (*Sūkshma Vyāyāma and Śithalīkarana Vyāyāma*)		**Loosening Practices (*Sūkshma Vyāyāma and Śithalīkarana Vyāyāma*)**	
Aṅgulī Śakti Vikāsaka	1	Forward-backward bending	1
Maṇi Bandha Śakti Vikāsaka	1	Side bending	1
Maṇi Bandha chakra	1	Bending and twisting	1
Kehuni Śakti Vikāsaka	1	Twisting	1
Skandha Chakra	1	**Breathing Practices**	
Greevasanchālana	1	*Vygrahāsana*	2
Breathing Practices		***Suryanamaskar***	5
Marjariasana	1	***Asanas***	
āsanas		*Gomukhāsana*	1
Utkatāsana	1	*Sarala Dhanurāsana*	1
Sarala Dhanurāsana	1	*Sarvāṅgasana*	1
Sarvāṅgasana	1	*Matsyāsana*	1
Matsyāsana	1	**Relaxation**	5
Relaxation	5	***Prāṇāyāma***	
Prāṇāyāma		*Bhastrika*	1
Sectional Breathing	5	*Nādīśuddhi Prāṇāyāma*	2
Dhyana		*Bhrāmarī Prāṇāyāma*	1
Simple Meditation	5	***Dhyana***	
Closing Prayer	2	Simple Meditation	2
		Closing Prayer	2

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Suggestive Annual Session Plan

Three sports are introduced in Grade 7— Teachers has to opt any two as per the administrative feasblity.

Period	Unit No.	Session Type	Activity Name	Activity Number	C'lative
1	Unit 1	Type 2	The Ball Progression Game	PE - 1	PE - 1
2	Unit 1	Type 2	Ghorpadiche Shepoot	PE - 2	PE - 2
3	Unit 6	Yoga	Yoga for Daily Life	YG - 1	YG - 1
4	Unit 1	Type 2	Nalugu Rallu Ata	PE - 3	PE - 3
5	Unit 1	Type 2	Gidhada Gudkavan	PE - 4	PE - 4
6	Unit 6	Yoga	Panchakosha	YG - 2	YG - 2
7	Unit 1	Type 2	Stand Up, Speak Out	PE - 5	PE - 5
8	Unit 1	Type 2	Harassment Prevention Skit	PE - 6	PE - 6
9	Unit 6	Yoga	Activity on Panchakosha	YG - 3	YG - 3
10	Formative Assessment			FA-1	FA-1
11	Unit 2	Type 1	Set It Up, Knock It Down	MF - 1	MF - 1
12 & 13	Unit 2	Type 1	*Dhaan Ki Bori*	MF - 2	MF - 3
13	Unit 6	Yoga	*Yama*	YG - 4	YG - 4
14	Unit 2	Type 1	Stand Up, Speak Out	MF - 3	MF - 4
15	Unit 2	Type 1	Harassment Prevention Skit	MF - 4	MF - 5
16	Unit 6	Yoga	*Niyama*	YG - 5	YG - 5
17	Unit 2	Type 1	Skipping Race	MF - 5	MF - 6
18 & 19	Unit 2	Type 1	Atya-patya	MF - 6	MF - 8
19	Unit 6	Yoga	A Journey of Oneness	YG - 6	YG - 6
20	Unit 2	Type 1	Food for Health	MF - 7	MF - 9
21 & 22	Unit 2	Type 1	Dapo Nyarka Sunam	MF - 8	MF - 10

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23	Unit 6	Yoga	Activity on Yama & Niyama	YG - 7	YG - 7
24	Unit 2	Type 1	Madhu and Manu	MF - 9	MF - 11
25	Unit 2	Type 1	Skipping Song	MF - 10	MF - 12
26	Formative Assessment			FA-2	FA-2
27	Unit 6	Yoga	Yoga Sädhana	YG - 8	YG - 8
28 & 29	Unit 3 / Unit 4	Type 3	Forehand Grip and Air Toss / Kicking the Ball with the Inside of the Foot	FSA 1	FSA 2
30 & 31	Unit 3 / Unit 4	Type 3	Backhand Grip and Air Toss / Receiving by the Inside of the Foot	FSA 2	FSA 4
32	Unit 6	Yoga	Sūkshma Vyäyäma	YG - 9	YG - 9
33 & 34	Unit 3 / Unit 4	Type 3	Footwork Skills / Passing the Rolling Ball	FSA 3	FSA 6
35 & 36	Unit 3 / Unit 4	Type 3	Backhand Low Serve / Step Trapping	FSA 4	FSA 8
37	Unit 6	Yoga	Śithalīkarana Vyāyāma	YG - 10	YG - 10
38 & 39	Unit 3 / Unit 4	Type 3	Backhand Lift / Dribble	FSA 5	FSA 10
40 & 41	Unit 3 / Unit 4	Type 3	Forehand Lift / Feinting	FSA 6	FSA 12
42 & 43	Unit 6	Yoga	Sūrya Namaskāra	YG - 11	YG - 12
44 & 45	Unit 3 / Unit 4	Type 3	Forehand High Serve / Kicking the Ball for Accuracy	FSA 7	FSA 14
45 & 46	Unit 3 / Unit 4	Type 3	Forehand Low Serve / Passing the Ball in the Air	FSA 8	FSA 16
47	Unit 6	Yoga	Āsana	YG - 12	YG - 13
48 & 49	Unit 3 / Unit 4	Type 3	Forehand Drive / Pass and Move Relay Drill	FSA 9	FSA 18
50 & 51	Unit 3 / Unit 4	Type 3	Backhand Drive / Interception	FSA 10	FSA 20
52	Unit 6	Yoga	Utkaṭāsana	YG - 13	YG - 14
53 & 54	Unit 3 / Unit 4	Type 3	Forehand Overhead Clear / Front Block Tackling	FSA 11	FSA 22
55 & 56	Unit 3 / Unit 4	Type 3	Forehand Overhead Drop / Goal Keeping	FSA 12	FSA 24
57	Unit 6	Yoga	Gomukhāsana	YG - 14	YG - 15

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58	Formative Assessment			FA-3	FA-3
59 & 60	Unit 3 / Unit 4	Type 4	Badminton Match / 5-a-side Match	FSA 13	FSA 26
61 & 62	Unit 5	Type 3	Raiding Foot Work	KB - 1	KB - 2
63	Unit 6	Yoga	Dhanurāsana	YG - 15	YG - 16
64 & 65	Unit 5	Type 3	Hand Touch	KB - 2	KB - 4
65 & 66	Unit 5	Type 3	Toe Touch	KB - 3	KB - 6
67	Unit 6	Yoga	Sarvāṅgasana	YG - 16	YG - 17
68 & 69	Unit 5	Type 3	Kick	KB - 4	KB - 8
70 & 71	Unit 5	Type 3	Ankle-hold	KB - 5	KB - 10
72	Unit 6	Yoga	Matsyāsana	YG - 17	YG - 18
73 & 74	Unit 5	Type 3	Thigh-hold	KB - 6	KB - 12
75 & 76	Unit 5	Type 3	Knee-hold	KB - 7	KB - 14
77	Unit 6	Yoga	Breathing Practices	YG - 18	YG - 19
78 & 79	Unit 5	Type 3	Wrist-hold	KB - 8	KB - 16
80 & 81	Unit 5	Type 3	Waist-hold	KB - 9	KB - 18
82	Unit 6	Yoga	Breathing Practices	YG - 19	YG - 21
83 - 85	Unit 5	Type 3	Chain-hold	KB - 10	KB - 21
86	Unit 6	Yoga	Prānāyāma	YG - 20	YG - 22
87	Formative Assessment			FA-4	FA-4
88	Unit 6	Yoga	Mudras & Pratyāhāra	YG - 21	YG - 23
89	Unit 6	Yoga	Dhārana, Dhyāna and Samādhi	YG - 22	YG - 24
90 - 95	Unit 3 / Unit 4	Type 3	Revision of all the fundamental skills	FSA 1 - FSA - 12	FSA 31
96 & 97	Unit 3 / Unit 4	Type 4	Badminton Game / 5-a-side Match	FSA 13	FSA 33
98 - 105	Unit 5	Type 3	Revision of all the fundamental skills	KB 1 - KB 10	KB - 28
105 & 106	Unit 5		Kabaddi Game	-	KB - 30
107 - 120	Summative Assessment			SA - 1	FA-5

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Summative-Assessment

Read the statement and tick the most suitable answer for you.

Safety on the Ground

1	2	3	4	5
I think the games could be safer.	Some games are safer than others.	Most of the games are safe.	All the games are safe.	If the games are not safe, we change them to make them safe.

Caring Attitude

1	2	3	4	5
I like to play alone.	Sometimes, I like to play with my classmates.	I like to play in the group most of the time.	I always like to play in a group.	I like playing in a group because I can understand the benefits of playing with others.

Understand Bullying

1	2	3	4	5
Bullying does not happen around me.	Bullying happens around me, and I am able to identify bullying.	I am able to identify bullying, and I speak up when it happens.	I am able to identify bullying and sympathise with the victim.	I am able to stand against bullying if it happens around me.

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Understand Harassment

1	2	3	4	5
Harassment does not happen around me.	Harassment happens, and I am able to identify it.	I am able to identify harassment, and I speak up when it happens.	I am able to identify harassment and sympathise with the victim.	I am able to stand against harassment if it happens around me.

Emotion Control

1	2	3	4	5
I find it difficult to control my emotions.	I get frustrated only when things are not going my way.	Occasionally, I lose control and get frustrated, but I recover very soon.	I am able to stay calm during the game.	I am able to stay calm and help others to calm down.

Agility

Test: T - Test

- Time: .... seconds

Cardiovascular Endurance

Test: 600-m Run/Walk

- Time: .... minutes

or

Test: 3-Minute Step Test (Measure heart rate after)

- HR: .... bpm

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Strength & Muscular Endurance

Push-Ups (Max in 1 Min)

- Count: .... reps

Squats (Max in 1 Min)

- Count: .... reps

Plank Hold (Time)

- Time: .... seconds

Flexibility

Sit-and-Reach Test (Measure reach in inches past toes)

- Inches: ....

Speed

50-Meter Sprint

- Time: .... seconds

Badminton Assesment

SERVE (BACKHAND LOW SERVE, FOREHAND HIGH SERVE AND FOREHAND LOW SERVE)

1	2	3	4	5
Student is learning how to control the racket and shuttle as they serve.	Student is making simple serves and working on accuracy and consistency	Student can occasionally change up serves and have a moderate level of accuracy.	Student can modify their technique as per the requirement and serve consistently with good placement.	Student use a variety of serves with accuracy, control, and strategy.

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Lift (Backhand Lift and Forehand Lift)

1	2	3	4	5
Student is learning how to control lifts in order to get the shuttle over the net	Student has trouble with consistency, height, and distance of the lifts	Student raises the shuttle with a respectable height and depth with control	Student lifts the shuttle to the backcourt consistently and precisely	Student use strategically positioned lifts in rallies and execute them with accuracy.

Drive (Forehand and Backhand)

1	2	3	4	5
Student is able to hit the drive with improvement in timing and control	Student can hit drives, but lacks consistency, speed, and direction.	Control has improved as the student hits the drives with respectable speed and accuracy.	Can keep opponent under pressure by executing quick and controlled drives.	Confidently executes strong, accurate drives and intelligently employ them throughout rallies.

Football Assesment

Passing and receiving the ball while looking to the partner

1	2	3	4	5
The student tries to spot the teammate while learning how to pass and receive the ball.	Can pass and receive the ball, but occasionally have trouble with awareness and accuracy.	Student is getting better at passing and receiving while searching for a teammate.	Searches the field for options while making accurate passes, and receiving the ball.	Passes and receives with confidence and accuracy while keeping teammate's position in mind.

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Dribble

1	2	3	4	5
Student is getting better at controlling the ball while dribbling.	Can dribble the ball but needs to work on awareness and control.	Can dribble fairly well and occasionally look up to check the field.	Can use both feet while keeping head up to make decisions and maintaining strong ball control.	Can use both feet to dribble with confidence and full control while keeping the head up.

Goalkeeping

1	2	3	4	5
Student is learning the basics of goalkeeping, with a focus on positioning and simple saves.	Student is getting better at placement while being able to make regular saves.	Communicates with the defence, distributes the ball well, and handles the majority of shots with assurance.	Regularly makes difficult saves, controls the area during set pieces, and initiates attacks with well-placed strikes.	Excel in all aspects of goalkeeping, including shot-stopping, distribution, and leadership

Kabbadi Assessment

Touch (Hand Touch and Toe Touch)

1	2	3	4	5
Student is learning how to balance while attempting to touch with hands and toes.	Student can do simple hand and toe touches but have trouble with speed and precision.	Occasionally avoids defenders and perform hand and toe touches with respectable control.	Student is agile and aware on how to make rapid, calculated touches.	Confidently makes accurate hand and toe movements, avoiding opponents with agility and planning.

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Hold (Ankle Hold, Knee Hold and Thigh Hold)

1	2	3	4	5
Student is getting better at controlling grip on the raider's leg, knee, or ankle.	Tries holds, but occasionally have trouble with timing and grip strength.	Using holds with respectable strength and skill the student slowdowns the raider.	Successfully halts the raider with powerful, well-timed holds.	Uses strategy and control to secure the raider with strong, accurate holds executed with assurance.

Hold (Wrist Hold and Waist Hold)

1	2	3	4	5
Student is becoming better at controlling grip on the raider's waist or wrist.	Tries waist and wrist holds, but needs to improve timing and grip strength.	Using holds with respectable strength and skill the student makes it difficult for the raider to get away.	Successfully halts the raider's movement with firm, well-timed holds.	Executes solid, well-planned holds with assurance, keeping the raider from getting away.

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Self-Assessment Questionnaire – 1

1. Yoga for Daily Life

Match the following

1. *Annamaya Kosha*	(a) Mind Sheath
2. *Pranamaya Kosha*	(b) Wisdom Sheath
3. *Manomaya Kosha*	(c) Physical Sheath
4. *Vijnanamaya Kosha*	(d) Bliss Sheath
5. *Anandamaya Kosha*	(e) Energy Sheath

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Answer the following

S. no.	Riddles	List the practices you were able to do for each kosha
1.	*Annamaya Kosha*	
2.	*Pranamaya Kosha*	
3.	*Manomaya Kosha*	
4.	*Vijnanamaya Kosha*	
5.	*Anandamaya Kosha*	

Teachers' evaluation

Criteria	Excellent (4 points)	Good (3 points)	Fair (2 points)	Needs Improvement (1 point)	Points Earned	Teacher's Comments
Understanding of Koshas and their Functions	Demonstrates deep understanding and provides detailed, accurate answers.	Shows good understanding with accurate answers and examples.	Demonstrates basic understanding but with some inaccuracies or lack of detail.	Struggles to understand the concepts		
Connecting Practices and Personal Insights	Clearly connects practices to Koshas	Connects few practices to Koshas	Makes some connections	Struggles to connect practices		

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2. Yoga Sadhana

Yoga Riddles

S.No.	Riddles	Answer
1.	In this pose, you pretend to sit, with strength in your thighs. Named after a chair but without one in sight, Which Yoga pose am I?	
2.	I have two heads but only one face. I give strength and grace to your shoulders. My name comes from a cow's head; it's true, But I help you stretch and feel brand new.	
3.	I stretch your back, Like a bow, you bend without any crack. Your hands hold your feet with a strong grip, Be careful, you can quickly slip! What am I?	
4.	I stand on my shoulders with the head resting on the ground. A pose of strength and balance all around. In Sanskrit, my name means "every part," What am I, young friend?	
5.	I am a pose that makes you calm and free. Like a fish in water, that's the key. My name comes from the Sanskrit word for fish, Can you guess what pose am I?	

1. Utkaṭāsana 2. Gomukhasana 3. Sarala Dhanurasana 4. Sarvāṅgāsana 5. Matsyāsana

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EVALUATION FOR ĀSANA

CRITERIA	EXCELLENT (4 POINTS)	GOOD (3 POINTS)	FAIR (2 POINTS)	NEEDS IMPROVEMENT (1 POINT)	POINTS EARNED	TEACHER'S COMMENTS
Correct Identification of Asanas	Correctly identifies all asanas.	Correctly identifies 5–6 asanas.	Correctly identifies 3–4 asanas.	Correctly identifies 2 or fewer asanas.		
Understanding of Asana Descriptions	Demonstrates clear comprehension of all riddle clues and connects them to the correct asanas.	Demonstrates good comprehension of most riddle clues and makes accurate connections.	Demonstrates basic comprehension but struggles with some clues.	Demonstrates limited comprehension of the riddle clues.		
Participation and Engagement	Shows strong engagement and enthusiasm in solving the riddles.	Shows good engagement and participates actively.	Shows moderate engagement and participates passively.	Shows limited engagement and minimal participation.		

PRĀṆĀYĀMA RIDDLES

S.No.	Riddles	Answer
1.	I am a breathing practice known to calm the mind. I clear the air passages, leaving worries behind. I balance the energies with each inhale and exhale.	
2.	I am a breathing exercise known for its buzzing sound. I help calm the mind and bring peace around. My name is derived from a buzzing bee, What am I, can you tell, and set your mind free?	

1. Nadi Shuddhi Prāṇāyāma 2. Bhramari Prāṇāyāma

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Evaluation for Prāṇāyāma

Criteria	Excellent (4 points)	Good (3 points)	Fair (2 points)	Needs Improvement (1 point)	Points Earned	Teacher's Comments
Correct Identification of Prāṇāyāma	Correctly identifies both Prāṇāyāma practices.	Correctly identifies one Prāṇāyāma practice.	Attempts to answer but both answers are incorrect.	Does not attempt to answer.		
Understanding of Prāṇāyāma Descriptions	Demonstrates clear comprehension of all riddle clues and connects them to the practices.	Demonstrates good comprehension of most riddle clues and makes accurate connections.	Demonstrates basic comprehension but struggles with some clues.	Demonstrates limited comprehension of the riddle clues.		
Participation and Engagement	Shows strong engagement and enthusiasm in solving the riddles.	Shows good engagement and participates actively.	Shows moderate engagement and participates passively.	Shows limited engagement and minimal participation.		

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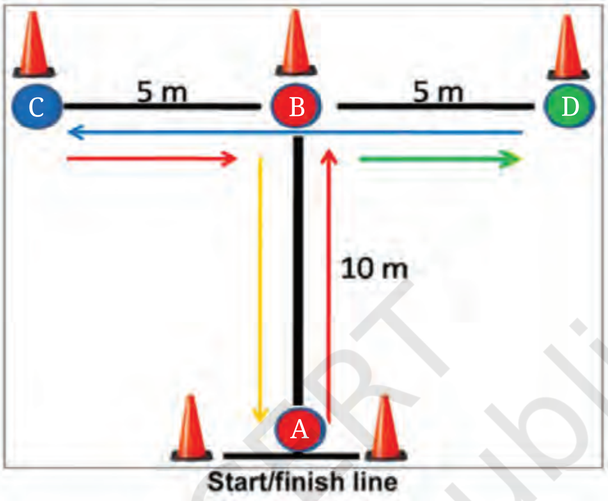
Annexure

T-Test for Agility (Fitness Test Procedure)



Purpose

The **T-Test** measures **agility**, **speed**, **and body control**, which are important for sports and overall fitness.

Equipment Needed

- Four cones or markers
- A stopwatch
- A flat surface (like a gym floor or open field)

Setup

1. Place the cones in a T-shape as follows:
    - Cone A (starting line)
    - Cone B (10 meters straight ahead of A)
    - Cone C (5 meters to the left of B)
    - Cone D (5 meters to the right of B)

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Procedure

1. Start at Cone A in a ready position.
2. Sprint forward to Cone B and touch it with your right hand.
3. Side-shuffle left to Cone C and touch it with your left hand.
4. Side-shuffle right to Cone D and touch it with your right hand.
5. Side-shuffle back to Cone B and touch it again.
6. Run backward to Cone A as fast as possible.
7. Stop the timer when the participant crosses Cone A.

Scoring

- Record the time (in seconds) taken to complete the test.
- Faster times indicate better agility.

Guidelines for Accuracy

- Keep feet parallel during side shuffles.
- Ensure proper hand touches at each cone.
- Perform 3 trials and take the best time.

Cardiovascular Endurance

Meter Run/Walk Test

The 600-Meter Run/Walk Test measures cardiovascular endurance and assesses how well a person can sustain moderate to high-intensity activity over a short distance.

Equipment Needed

- Stopwatch
- Measuring tape (if the track is not pre-marked)
- Flat running surface (track or open field)
- Cones or markers (to indicate start and finish points)

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Procedure

1. Warm-up: Perform 5-10 minutes of light jogging and stretching.
2. Starting Position: Stand behind the start line in a ready position.
3. Go! Start running or walking as fast as possible when the instructor gives the signal.
4. Maintain a steady pace and try to complete the 600 meters without stopping.
5. Finish Line: Stop the timer as soon as the participant crosses the finish line.
6. Record the total time taken to complete the 600 meters.

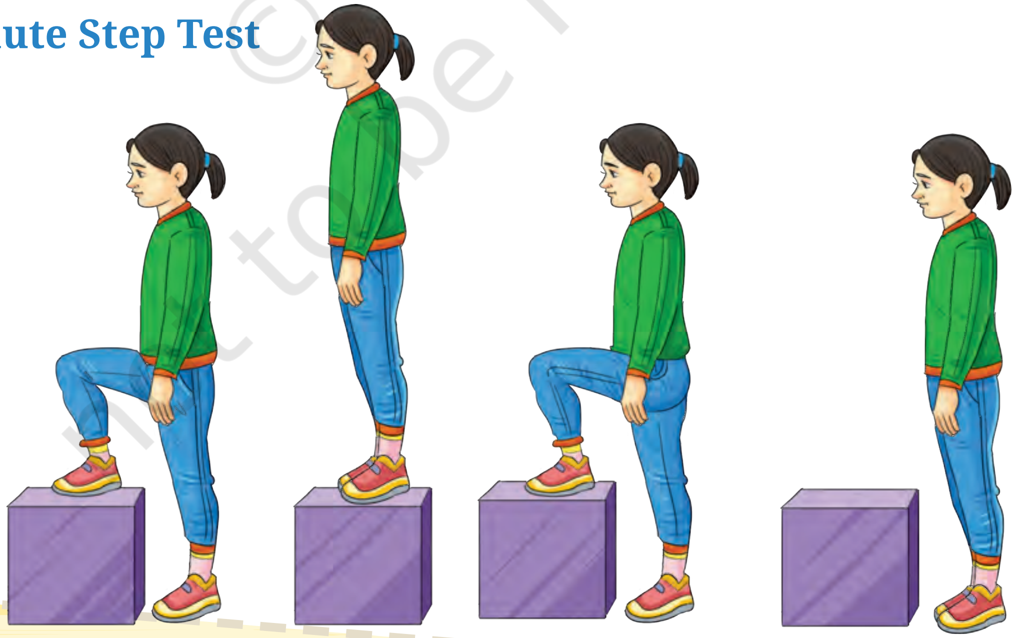
Scoring

- The time is recorded in minutes and seconds.
- Faster times indicate better endurance.
- Compare improvement over time instead of using fixed benchmarks.

Guidelines for Accuracy

- Encourage steady pacing—don't sprint too fast at the start.
- Use the same track and conditions for retests to ensure consistency.

3-Minute Step Test



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Purpose

The 3-Minute Step Test measures cardiovascular endurance by evaluating how quickly the heart recovers after exercise.

Equipment Needed

- A 12-inch (30 cm) step or bench
- Stopwatch
- Metronome or music with a 96 beats-per-minute (bpm) rhythm
- Heart rate monitor (optional) or manual pulse counting

Procedure

1. Warm-up: Perform light stretching and jogging for 5 minutes.
2. Step Pattern:
    - Step up with one foot.
    - Step up with the other foot.
    - Step down with one foot.
    - Step down with the other foot.
    - Maintain a steady up-up-down-down rhythm.
3. Step to the Beat:
    - The pace should be 96 steps per minute (24 complete steps per minute).
    - Continue stepping for 3 minutes without stopping.
4. After 3 Minutes:
    - Sit down immediately.
    - Wait 5 seconds, then measure your pulse for 1 full minute.
    - Count beats at the wrist (radial artery) or neck (carotid artery).
5. Record your heart rate (beats per minute).

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Scoring

- Lower heart rates indicate better cardiovascular fitness.
- Compare results with previous tests to track improvement.

Guidelines for Accuracy

- Use a consistent stepping speed.
- No extra movements—keep the upper body relaxed.
- Use the same step height for all tests.
- Ensure proper posture and breathing throughout.

Strength & Muscular Endurance

Push-Ups Test (Maximum Reps in 1 Minute)

Purpose

The Push-Up Test measures upper body strength and endurance, focusing on the chest, shoulders, and triceps.

Equipment Needed

- Flat surface (gym floor or mat for comfort)
- Stopwatch
- Partner or instructor to count reps and check form

Procedure

1. Starting Position:
    - Place hands shoulder-width apart on the floor.
    - Keep your body straight from head to heels.
    - Feet should be together or slightly apart.

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2. Performing the Push-Up:
   - Lower your chest until it's about 90 degrees at the elbows or until it nearly touches the ground.
   - Push back up to full arm extension.
   - Keep a steady pace—no stopping!
3. Counting Reps:
   - Only correct form counts.
   - If the body sags or hips rise too much, that rep does not count.
4. Test Duration:
   - Perform as many push-ups as possible in 1 minute.

Scoring

- Record the total number of correct push-ups.
- Compare results over time to track improvement.

Guidelines for Accuracy

- No faulty movements—only full push-ups count!
- Keep body straight (avoid sagging or bending knees).
- Use the same testing method for all students (standard push-up or modified knee push-up for those who need it).

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Squat Test (Maximum Reps in 1 Minute)

Purpose

The Squat Test measures lower body strength and endurance, targeting the quadriceps, hamstrings, glutes, and core.

Equipment Needed

- Flat surface (gym floor or mat for comfort)
- Stopwatch
- Partner or instructor to count reps and check form

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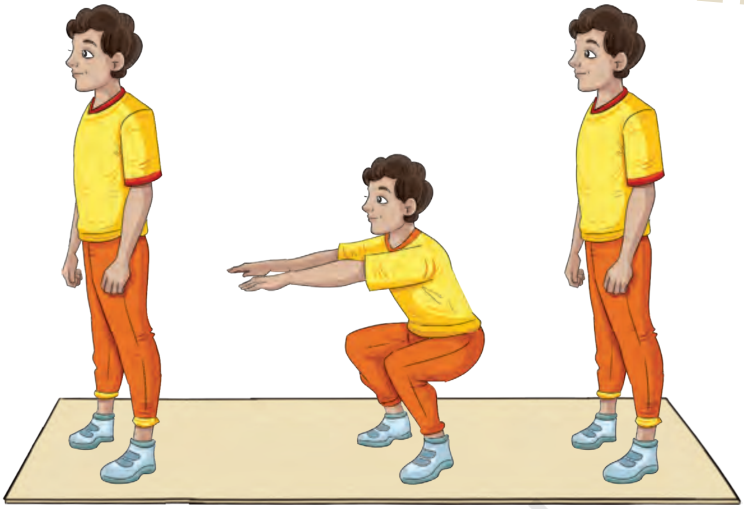
Procedure

1. Starting Position:
   - Stand with feet shoulder-width apart.
   - Keep your chest up and back straight.
   - Hands can be on hips or extended forward for balance.



2. Performing the Squat:
   - Lower your body until thighs are parallel to the ground (90-degree angle at knees).
   - Keep knees aligned with toes (avoid knees collapsing inward).
   - Push back up to the starting position.
   - Maintain a steady rhythm—no pausing!
3. Counting Reps:
   - Only correct squats count.
   - If depth is too shallow or form is incorrect, the rep does not count.
4. Test Duration:
   - Perform as many squats as possible in 1 minute.

Scoring

- Record the total number of correct squats.
- Compare results over time to track improvement.

Guidelines for Accuracy

- Keep heels on the ground—no tiptoeing.
- No bouncing or half-squats—thighs must reach parallel.
- Use the same testing conditions for consistent results.

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Plank Hold Test (Maximum Time)

Purpose

The Plank Hold Test measures core strength and endurance, engaging the abdominal muscles, lower back, shoulders, and legs.

Equipment Needed

- Flat surface (gym floor or mat for comfort)
- Stopwatch
- Partner or instructor to track time and check form

Procedure

1. Starting Position:
   - Get into a forearm plank position:
   - Elbows directly under shoulders.
   - Arms bent at 90 degrees.
   - Keep your body straight from head to heels.
   - Feet should be hip-width apart.
2. Performing the Plank:
   - Hold the plank position for as long as possible.
   - Maintain proper form—no sagging hips or raised buttocks.
   - Breathe normally throughout.
3. Ending the Test:
   - The test ends when the participant can no longer hold proper form or chooses to stop.
   - Record the total time held (in seconds or minutes).

Scoring

- Record the longest time the plank is held.
- Compare results over time to track improvement.

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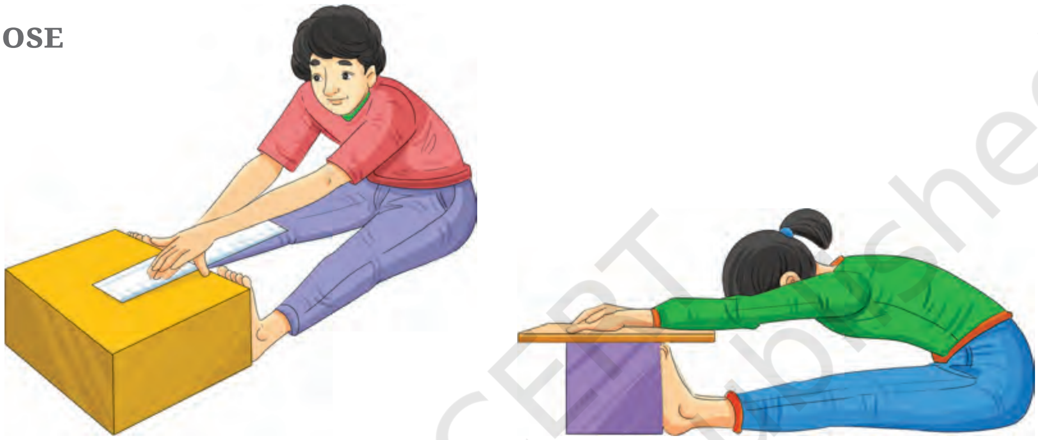
Guidelines for Accuracy

- Keep the body in a straight line—no arching or drooping.
- Ensure elbows remain under shoulders for balance.
- Use the same testing conditions each time for consistency.

Flexibility

Sit-and-Reach Test (Flexibility Measurement)

Purpose



The Sit-and-Reach Test measures hamstring and lower back flexibility. Good flexibility in these areas helps with posture, injury prevention, and overall mobility.

Equipment Needed

- Sit-and-reach box (or a ruler/tape measure placed on the floor)
- Flat, non-slippery surface
- Partner or instructor to measure the reach

Procedure

1. Starting Position:
    - Sit on the floor with legs fully extended and feet flat against the box (or with heels 12 inches apart if using a ruler).
    - Keep knees straight and feet flexed (toes pointing upward).

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2. Performing the Test:
    - Reach forward slowly and steadily with both hands.
    - Keep hands one on top of the other and palms facing downward.
    - Hold the stretch for at least 2 seconds at the farthest point.
    - No bouncing or jerky movements—it must be a smooth reach.
3. Measuring the Reach:
    - Measure the distance from the starting point (toes = 0 inches) to the farthest reach.
    - If the fingertips do not reach the toes, record a negative score (e.g., -3 inches).
    - If the fingertips go beyond the toes, record a positive score (e.g., +4 inches).
4. Best of Three Attempts:
    - Perform three trials and record the best score.

Guidelines for Accuracy

- No bending knees—they must stay straight throughout.
- Ensure a smooth reach—no bouncing.
- Use the same testing method for accurate comparison over time.

Speed

Purpose

The 50-Meter Sprint Test measures speed and acceleration, assessing how quickly a person can cover a short distance.

Equipment Needed

- Flat, non-slippery running surface (track or field)
- Measuring tape (to mark 50 meters)
- Cones or markers (for start and finish lines)

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- Stopwatch
- Partner or instructor to time the sprint

Procedure

1. Warm-Up: Perform dynamic stretching and light jogging for 5–10 minutes.
2. Starting Position:
   - Stand behind the starting line in a ready sprint stance.
   - One foot should be slightly in front of the other.
   - Arms bent at 90 degrees and body leaning slightly forward.
3. Sprint Execution:
   - Run as fast as possible from start to finish.
   - Maintain good sprinting form (knees high, arms swinging).
4. Timing the Sprint:
   - Stopwatch starts when the runner begins moving.
   - Stopwatch stops when the runner torso crosses the finish line.
5. Recording the Time:
   - Record the best time from two trials (allowing enough rest between attempts).

Guidelines for Accuracy

- Ensure a standing start (no rolling starts).
- Use the same timing method for all students.
- Run in proper footwear to avoid slipping.

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